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BULLETIN OF THE

**MISSOURI STATE
NORMAL SCHOOL**

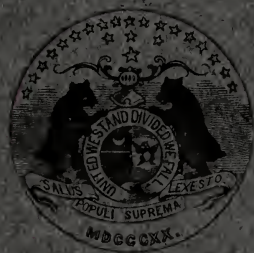
THIRD DISTRICT

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A TEACHERS' COLLEGE

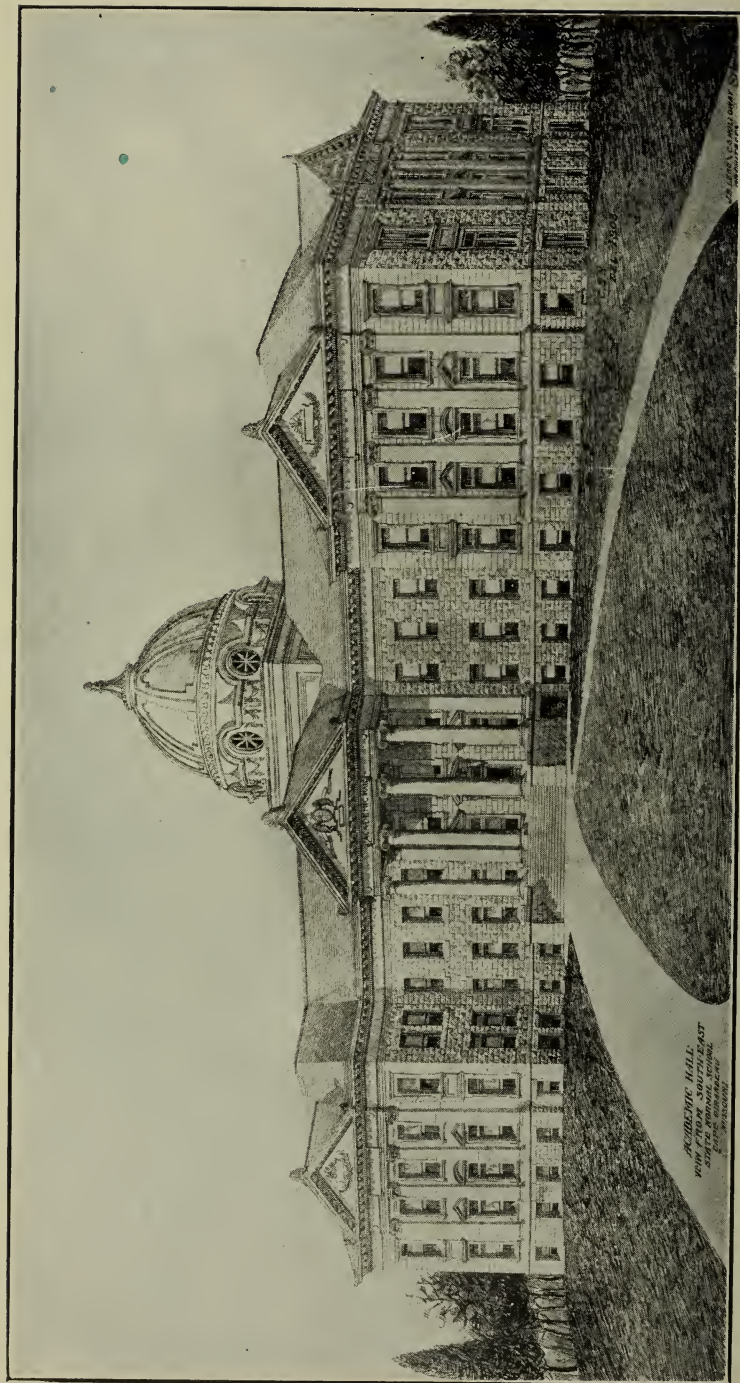
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CAPE GIRARDEAU, MISSOURI



CATALOGUE
1905

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ACADEMIC HALL:
VIEW FROM SOUTH-EAST
JANUARY 1890
J. W. HARRIS

ACADEMIC HALL

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BULLETIN

—OF THE—

State Normal School

Third District.

A TEACHERS' COLLEGE.

VOL. 6.

JUNE, 1905.

No. 1

CATALOGUE.

CIRCULAR FOR
1905-1906.

CAPE GIRARDEAU, MISSOURI.

Published by the Missouri State Normal School, Third District.

Issued January, March, June, October and December.

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CALENDAR.

1905.

Tuesday, September 12-----Registration and Classification
Wednesday, September 13-----Recitations begin
Thursday, November 30-----Thanksgiving recess
Saturday, December 2-----First Term ends
Tuesday, December 5-----Second Term begins
Friday, December 22-----Holiday Recess begins

1906.

Tuesday, January 2-----Recitations resumed
Saturday, March 3-----Second Term ends
Tuesday, March 6-----Third Term begins
Wednesday, May 23-----Third Term closes
Monday, May 28-----Summer Term begins
Friday, August 17-----Summer Term closes

BOARD OF REGENTS.

LOUIS HOUCK, Cape Girardeau.....	} Term expires
LEON J. ALBERT, Cape Girardeau.....	
January 1, 1907.	
MOSES WHYBARK, Marble Hill.....	} Term expires
E. P. CARUTHERS, Kennett.....	
January 1, 1909.	
WELLS H. BLODGETT, St. Louis.....	} Term expires
E. A. ROZIER, Farmington.....	
January 1, 1911.	
HON. W. T. CARRINGTON.....	
-----State Superintendent of Public Instruction.	

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Missouri State Normal School

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Engineer and Superintendent of Buildings and Grounds.

Matron.

Missouri State Normal School.

The Missouri State Normal School—Third District—was established by an Act of the Legislature approved March 22, 1873. This Act created a Board of Regents for the management of the school. After due public notice, bids were received by the Regents for its location, and they determined the location in favor of Cape Girardeau. On the third day of December, 1873, the Board of Regents selected the site for the building, and made arrangements for the immediate opening of the school.

The school was opened with about thirty students attending, in the public school building. In the spring of 1875 the school removed to the Normal School building, which had been completed. In 1883 the auditorium of the Normal School building was enlarged. In 1895 two wings were added to the building, one on the west and one on the east. The wings were built to furnish suitable halls for the literary societies of the Normal School.

In 1901 the General Assembly appropriated \$20,000 to build a Science and Training School building. On September 9, 1901, the Board of Regents let the contract for this building, which was completed on January 6, 1903.

On the night of April 7, 1902, the main Normal building burned. The school occupied the court house, some churches and other buildings until January 6, 1903.

On May 5, 1902, the Board of Regents decided to build a Training School building, using a portion of the insurance on the building that burned for that purpose. This building was completed September 1, 1903.

In 1903 the General Assembly appropriated \$200,000 to erect a new main building to replace the building burned on April 7, 1902.

In 1905 the General Assembly made an additional appropriation of \$100,186 to complete and furnish the main build-

ing and provide a Power House and Manual Training building, grade the grounds, and to purchase \$10,000 worth of books for the library.

The main building, Academic Hall, will be completed by September, 1905. It is a three-story stone building, two hundred and sixty feet long by one hundred and eighty-six feet deep. The entire Normal School plant of six buildings, including two dormitories, has been built in a little more than three years. The Normal School is probably the best equipped teachers' college in the country.

LOCATION.

The Missouri State Normal School—Third District—is located in the city of Cape Girardeau. The Normal School buildings are situated upon a high hill, commanding a view of forty miles of the Mississippi Valley. On the east lies the broad Mississippi and the famous bottom land of Southern Illinois and the mountain-like bluffs beyond; on the south lies the range of Scott county hills; to the west and north are ranges of low hills, stretching away to the Ozarks. The location is probably the most beautiful to be found in the Mississippi Valley. The campus has been compared, for its natural beauty, to that of Cornell University. Most of the grounds have been terraced and graded, and are adorned with forest trees, shrubs and flowers.

Cape Girardeau is a city of 9,000 inhabitants. It is one of the oldest cities in the state. A number of good gravel roads lead away from the city into the surrounding country.

Cape Girardeau is easily accessible from nearly the entire Normal School District. The St. Louis, Memphis & South-eastern extends along the entire eastern border of the district. The Frisco System has three other lines extending from Cape Girardeau to the limits of the district on the south and west. Besides the Frisco, Cape Girardeau is connected with St. Louis by the Mississippi River steamers. The Cotton Belt and several Iron Mountain lines are closely connected with Cape Gir-



ALBERT HALL

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ardeau by the Frisco lines. The Cape Girardeau, Perryville and Chester Railroad gives the school a new connection with the Iron Mountain and Illinois Central and direct connection with several counties. Students may leave their home county in the morning and reach Cape Girardeau by rail the same day from every county in the district except two.

Cape Girardeau has nine churches. Her people are noted for their hospitality. Many places of historic interest are in and around the city. The city has been for many years an educational center and has the character peculiar to such centers. The Normal School is now the chief educational institution in the city and is much cherished by its people.

BUILDINGS AND EQUIPMENT.

The Normal School has a group of six buildings: Academic Hall, the main building; Science Hall; the Training School; the Manual Training Building; Albert Hall, a dormitory for girls; and Leming Hall, a dormitory for boys.

Academic Hall is a three-story stone building built of Cape Girardeau white limestone, a most beautiful stone. The building has a frontage of two hundred and sixty feet by a depth of one hundred and eighty-six feet. In the basement story are two gymnasiums, eighty feet by forty feet by nineteen feet; ample locker rooms, toilet rooms, bath rooms, an art room, a museum, and five recitation rooms. On the main floor are five offices; a ladies' parlor; a faculty room; a Y. M. C. A. Hall and a Y. W. C. A. Hall; a Library Section ninety feet by sixty-five feet; and a Statuary and Art Hall. The third floor has four Literary Society Halls and fourteen Recitation Rooms. The building is elegantly finished and furnished. It is probably the best single school building in the state.

Science Hall contains the laboratories and equipment for the department of Domestic Science and Domestic Art. It is a thoroughly equipped modern Science Building.

The Training School is a model school building for a public graded school. It has in addition to study rooms and recitation rooms, an assembly room; a gymnasium; a swim-

ming pool; a manual training room, toilet rooms and locker rooms. It is designed to have all the conveniences of a model school building.

The Manual Training building is a three-story stone building, ninety feet by forty-seven feet. The basement story is occupied by the heating and power plant of the entire Normal School plant. On the main floor there is a foundry and blacksmith room, a moulding room, a carpenter shop, and lavatory and locker rooms. On the second floor there is a pattern shop and a machine shop.

Albert Hall is a three-story stone building, elegantly furnished, lighted by electricity, heated by steam, and has on each floor two toilet rooms and two bath rooms. On the basement floor are the dining room, kitchen, cold storage room, laundry, trunk room, gymnasium, servant's rooms and furnace room. On the main floor are the parlors, twenty students' rooms and toilet and bath rooms. On the third floor there are twenty-four students' rooms and toilet and bath rooms. The building is elegantly furnished. Albert Hall is conducted as a model school home for girls. Professor and Mrs. B. A. Thaxter reside at Albert Hall, and Mrs. Thaxter, as the head of Albert Hall, gives her entire time to making it a home for the girls. To provide for their physical and social welfare is her constant care.

Leming Hall, which will be completed in the fall, is a stone building similar in all respects to Albert Hall, except that it has ten more rooms for students than Albert Hall. It will be used for the present as a boys' dormitory; but it will ultimately be used as a girls' dormitory.

AIM.

According to the statutes of Missouri, the Normal Schools are founded to fit young men and young women to be "competent teachers in the public schools of this state." To prepare competent teachers for the public schools of Missouri, the Normal School must be at once a college and a profes-

sional school. As a college, the school offers the courses usually offered by the best colleges in the Sciences, Mathematics, the Languages, Literature, and History. As a professional school, courses are offered in the History of Education, Psychology and Child Study, Ethics, Philosophy of Education, School Supervision, Methods, and other pedagogical subjects. As a necessary part of the preparation of teachers in the rural and graded schools Vocal Music, Drawing, Manual Training, and Reading and Physical Culture are offered. More than two-thirds of the teachers of Missouri have not completed a high school course or its equivalent. For the benefit of these teachers, and other students needing a preparatory course, preparatory courses are offered. In order to give practical as well as theoretical training for teaching, a Training School is maintained. The conditions in the Training School are made as nearly ideal as possible. What the laboratory and the library are to the student in academic work, the Training School is to his pedagogical work. By observation and teaching in the Training School, the young teacher must test the pedagogical theories that he gains from his lectures and studies in pedagogy.

It is the aim of the Normal School to give a broad, general culture, as well as special training. General courses in History are offered and also historical method and material. General courses in the Sciences with laboratory work are offered and also laboratory methods and technique. In this way the pedagogy of the different branches is carefully taught.

The Normal School recognizes that the art of teaching rests upon some accepted or possible science. Therefore it places an emphasis upon an inquiry into the foundation of teaching. Psychology is studied in its relation to pedagogy and not purely as psychology. The laws of the mind are studied as underlying the science and the art of teaching. The art of teaching is not studied as a ready-made art, but is approached through a knowledge of the underlying laws of the mind and the principles of education and the conditions of life that explain the art. A study of school organization and

devices without approaching the subject through a study of the laws of the mind and the underlying principles of education makes educational growth and development impossible. This Normal School is more concerned that its graduates should be humble but intelligent students of great educational problems and able to adapt themselves to varying conditions and circumstances of life than that they should go out fully furnished with a ready-made art and devices, however efficient these may be in the hands of skilful teachers.

EXPENSES.

Tuition is free. To cover the incidental expenses of the Normal School which are not provided for by the state, an Incidental Fee of \$4.00 per term of twelve weeks is charged. This must be paid in advance and will not be refunded except in cases of protracted illness. Then one-half of the fee will be refunded. If a student enters after the middle of the term, one-half of the fee will be charged.

Board, including light and fuel, can be had in good families at \$2.50 to \$3.50 per week.

An approximately correct estimate of all school expenses, including the incidental fee, board, books, laundry, and incidentals, may be put as follows:

ESTIMATED TOTAL EXPENSES PER YEAR.

Board, thirty-six weeks, at \$3.00	\$108 00
Incidental Fee	12 00
Laundry and Incidental	20 00
Books and Stationery	10 00
	<hr/>
	\$150 00

COST OF BOARD IN ALBERT HALL.

Rooms in Albert Hall are rented at \$3.00 per month of four weeks for each student, two students occupying one room; or \$6.00 per month for each student if one student occupies a room alone. The dormitory has been operated for

three months at a cost of \$2.50 per week for board. Rental of bedding is 33 cents a month. The entire cost of room and board in Albert Hall per month for the last three months has been, therefore, \$13.33. Students have the free use of the laundry to do their laundrying if they desire to do so. The Normal School will arrange to have their laundrying done at cost. The aim of the school is to give the students the advantages of home life in Albert Hall at cost. The building is heated by steam and lighted by electricity. There are two bath rooms and toilet rooms on each floor. The parlors are elegantly furnished. Albert Hall is on the south side of the campus, directly in front of the Normal buildings. The location is beautiful and just across the street from the campus. Each room is furnished as follows: 1. Two single beds. 2. Two rocking chairs. 3. One straight chair. 4. One dresser. 5. One wash stand. 6. Toilet set. 7. One rug. 8. One study table. 9. Two closets. The bed will be provided with a mattress and pillow. Each student will be expected to furnish for her own bed: 1. One white counterpane. 2. One pair blankets. 3. Four sheets. 4. Two pillow slips. The covers of the beds and sheets should be four and a-half feet wide and the usual length. The Normal School will provide the furnishings for the beds at a cost of four dollars for each bed, if the students come without the bed covers and sheets. Or the school will rent these articles to students who do not care to buy them, at one dollar for a term of three months. Each student is expected to furnish six towels for her use.

The Normal School will make the cost of room rent and board to students not to exceed \$3.50 a week, two students occupying one room. And the cost of room and board will be made as low as \$3.00 a week if it can be done. But the cost of board will not be reduced below the point where wholesome food and good service can be given.

A second dormitory, Leming Hall, is being built, and will be completed in the fall of 1905. This dormitory is being built nearly on the model of Albert Hall, and will accommo-

date twenty more students. It is intended to be used ultimately as a dormitory for young women; but will be used, for the present, as a dormitory for young men. The two dormitories will accommodate one hundred and eighty students. These two dormitories with the private boarding houses in town will furnish ample accommodations for all students who may wish to attend the Normal School.

DISCIPLINE.

The Normal School engages in no inquisition or espionage. Resident students are held to answer for their public deportment as other members of the community. When out of school they must not conduct themselves in such a way as to make their influence hurtful to the Normal School community. Students whose parents or guardians do not reside here, will consider themselves under the special care of the Faculty in and out of school.

Every student is presumed to be honest and well meaning and acquainted with the obligations devolving upon a teacher and a student. The discipline of the Normal School is intended to appeal to the good sense and reason of its students. They are expected to be independent, selfreliant, and able to exercise selfrestraint when necessary. If a student proves to be unable to do this, after the faculty have done all they can to assist him to build up his character, his parents or guardian are promptly requested to withdraw him from school. A large majority of the students who enter the Normal School are very earnest, industrious and conscientious young people. They give tone and character to the school and have a strong influence for good over the few who are not animated by the purpose of high endeavor.

CONDITIONS OF ADMISSION.

Applicants for admission must be not less than fifteen years of age; must furnish evidence of good moral character;

and must give evidence of having the scholarship required for entrance. The entrance requirements may be met in one of the following ways:

First—Graduates of affiliated high schools are admitted on presentation of their diplomas.

Second—Teachers will be admitted on presentation of their county certificates.

Third—Students from other Normal Schools or colleges will be admitted on presentation of evidence of good standing in the institutions from which they come.

Fourth—Other applicants for admission may be admitted on presentation of such other evidence of possessing the requisite scholarship for entrance as the Faculty may require.

CONDITIONS OF GRADUATION.

The three State Normal Schools of Missouri have agreed upon the following uniform provisions in reference to courses of study and conditions of graduation:

I.

Two courses of study are offered.

1. A four years' course of study; students who complete this course will receive the Normal Diploma and the degree of Bachelor of Pedagogy.

2. A course of study leading to the A. B. degree. Students who complete the four years' course and eight prescribed units in addition shall receive the A. B. degree.

II.

1. A unit of work shall consist of five recitation periods a week for thirty-six weeks.

2. Fifty minutes shall constitute the length of a recitation period.

III.

To complete the four years' course of study, a student must make eighteen units, as follows:

Pedagogy -----	3	units.
English -----	2	"
Mathematics -----	2	"
Science -----	1	"
History -----	1	"
Elective -----	9	"
<hr/>		
Total -----	18	units.

IV.

To complete the course leading to the A. B. degree, a student must make, in addition to the four years' course, five units to be elected from the advanced work in Latin, Greek, German, French, Mathematics, English, History and Science; and three units to be elected freely from all the courses offered in the Normal School.

V.

The regular session of nine months shall be divided into three quarters of twelve weeks each, and the summer session shall constitute the fourth quarter of the year.

Credits will be given to graduates of affiliated high schools as follows:

1. Graduates of first class high schools having a four years course of study will be given credit for ten units on the Normal Course on entrance.

2. Graduates of second class high schools having a three years course of study will receive credit for seven units on the Normal Course on entrance.

3. Graduates of third class high schools having a two years course of study will receive credit for four units on the Normal Course on entrance.

The following conditions of graduation not contained in the uniform provisions named above, must be met by candidates for graduation from this school:

1. One year's work in residence is required to complete the advanced Normal Course and receive the Normal Diploma.
 2. Not less than one term's work in residence will be required to complete the Elementary Certificate Course and receive the Elementary Normal Certificate.
-

CREDITING WORK DONE IN OTHER SCHOOLS.

In addition to credits given affiliated high schools, credits on the Normal Course will be allowed on the following conditions:

1. Full credit will be given for work done in the college departments of the colleges of the Missouri College Union and in the college departments of colleges of equal rank in other states and in the Missouri State Normal Schools. Provided, that all work credited must be certified directly to this Normal School by the school in which the work was done.
 2. Credit will be given for work done in schools that are on the list of affiliated schools of the Missouri State University and the lists of affiliated schools of the Missouri State Normal Schools.
 3. Credit will be given conditionally for work done in other than an approved school or college.
 4. Credit for work done in any but an approved school or college will be given, finally, only after a student has shown his proficiency in the work for which he asks credit, by work done in the same department in this school. Provided, that a student may be given credit for work in any department upon satisfactory examination by the head of the department.
 5. No credit will be given in pedagogy except for work done in the Normal department of the Missouri State University, the Missouri State Normal Schools, or in State Normal Schools of equal rank in other states.
-

SUB-NORMAL COURSE.

The Sub-Normal work is offered for the benefit of students who are not prepared to enter the Normal Department,

and for the benefit of teachers who wish to make more thorough preparation for teaching the common branches. Courses will be offered in Grammar, Arithmetic, United States History, Geography, Civil Government, Physiology, Reading, Algebra, and Methods and School Management. One year is the time allowed for the completion of this course. The course will give a thorough preparation in these branches for teaching. Students who complete this Sub-Normal Course will receive certificates certifying that the course has been completed. This certificate will simply recommend the student as qualified in these branches, and will not be a license to teach in the public schools of Missouri.

NORMAL COURSES.

The State Normal School offers the following courses:

I. An Elementary Certificate Course of two years. Students who complete this course receive the Elementary Normal Certificate, which is a license to teach in the public schools of this state for two years.

II. The Advanced Normal Course of four years. Students who complete this course receive the Normal Diploma and the degree of Bachelor of Pedagogics.

III. A Graduate Course, leading to the degree of Master of Pedagogy. The degree of Master of Pedagogy will be conferred upon the following conditions: 1. The candidate must have completed the Advanced Normal Course, or its equivalent in another institution. 2. He must have taught three years. 3. He must do one year's resident work, making at least four points in college work, one point of which must be made in advanced pedagogy in addition to the work required to complete the Advanced Normal Course.

IV. A course leading to the degree of Bachelor of Arts. Students who make not less than eight points in college work after completing the Advanced Normal Course, or its equivalent,

lent, will receive the degree of Bachelor of Arts. Students who receive the degree of Bachelor of Arts may receive the degree of Master of Pedagogy after teaching for three years, following the completion of the Advanced Normal Course.

All the above courses are largely elective and must be completed subject to the "Conditions of Graduation." The following outlines will show a few of the courses that may be elected, leading to the Elementary Normal Certificate, the Normal Diploma, or to one of the three degrees conferred by the Normal School.

THE ELEMENTARY NORMAL COURSES.

LATIN COURSE.

1. Latin, two years.
2. English, two years.
3. Algebra, one year.
4. Ancient History, one year.
5. Science, one year.
6. Pedagogy, one year.
7. Manual Training, Drawing and Music, one year.

SCIENCE COURSE.

1. Science, two years.
2. English, two years.
3. Mathematics, two years.
4. Ancient History, one year.
5. Pedagogy, one year.
6. Manual Training, Drawing and Music, one year.

ELECTIVE COURSE.

1. English, one year.
2. Algebra, one year.
3. History, one year.
4. Science, one year.
5. Pedagogy, one year.
6. Elective, four years.

SCHEME OF NORMAL COURSES.

FRESHMAN YEAR.

English, thirty-six weeks.

Algebra, thirty-six weeks.

Ancient History, thirty-six weeks.

Elective, thirty-six weeks.

Freshman Electives: Beginning Latin, Greek, German, French, Agriculture, Nature Study, Physiography, Elocution, Vocal Music, Drawing, Manual Training.

SOPHOMORE YEAR.

English, thirty-six weeks.

Geometry, thirty-six weeks.

Science, thirty-six weeks.

Elective, thirty-six weeks.

Elective, thirty-six weeks.

Sophomore Electives: Latin, Greek, German, French, Mediaeval and Modern History, Methods, Agriculture, Nature Study, Physiography, Elocution, Vocal Music, Drawing, Manual Training.

JUNIOR YEAR.

Psychology, thirty-six weeks.

History of Education, twenty-four weeks.

Elective, thirty-six weeks.

Elective, thirty-six weeks.

Elective, twelve weeks.

Junior Electives: Latin, Greek, German, French, Algebra, Trigonometry, English, English History, Biology, Chemistry, Physics, Elocution, Vocal Music, Drawing, Manual Training, Kindergarten Work.

SENIOR YEAR.

Training School, thirty-six weeks.

Elective, thirty-six weeks.

Elective, thirty-six weeks.

Elective, thirty-six weeks.

Senior Electives: Latin, Greek, Analytic Geometry, English, American History, Biology, Chemistry, Physics, Philosophy of Education, Elocution, Vocal Music, Drawing, Manual Training, Kindergarten Work.

OBSERVATIONS ON THE ELECTIVE COURSES.

Students who elect Latin, Greek, German, or French, must make at least two units in each language elected.

Students who elect Science must make at least one term in each Science elected.

Students who elect special courses in Music, Drawing, Manual Training, Kindergarten, and Primary Methods, must follow the directions of the heads of these several departments in regard to other elective work.

Students preparing for high school work who elect special courses in the Sciences, Mathematics, English, History, and Latin, should consult the heads of these several departments in regard to other elective work.

According to the uniform conditions of graduation adopted by the three Normal Schools, the following units must be made for graduation:

Pedagogy	3 units.
English	2 “
Mathematics	2 “
History	1 “
Science	1 “
Elective	9 “

Total.....18 units.

Students who have completed a course in a first-class high school and have completed in their high school course the six required academic units, will be admitted at once to the Junior year; and the eight units that graduates of first-class high schools must make to graduate, will be made in the Junior and Senior years.

The following courses will be accepted as work leading to the A. B. degree: Horace; Livy; Tacitus; Greek Courses,

except beginning Greek; German Courses; French Courses; Anglo-Saxon and Old English; Elizabethan English; Nineteenth Century English; Mediæval and Modern History; English History; American History; Analytic Geometry; Calculus; Advanced Courses in Biology, Physics and Chemistry; Philosophy of Education and other advanced courses in Pedagogy.

The year's work in residence required of college graduates to complete the Normal Course will be elective, except the three required units in Pedagogy.

ELECTIVE COURSES OFFERED.

English	5 units.
Mathematics	5 "
History	6 "
Science	9 "
Latin	5 "
Greek	3 "
German	3 "
French	2 "
Pedagogy	8 "
Domestic Economy	8 "

Elective courses of one unit or more in Vocal Music, Drawing, Elocution and Manual Training.

LITERARY SOCIETIES.

There are four literary societies in the Normal School. Two societies for young men, the Webster Society and the Benton Society; two societies for young women, the Clio Society and the Sorosis Society.

Each of the societies has its own hall, which has been elegantly furnished. Each society is managed by its own members, subject only to such control by the faculty as may be necessary to keep the societies in harmony with the character of the school. Students are encouraged to become members of these societies. The societies meet regularly every Saturday afternoon in their halls to engage in debates,

recitations and readings, orations and other literary exercises. Their exercises in their halls are open to the faculty and students and other occasional visitors. From time to time public exercises are held in the Normal Chapel. But no public exercises are held in the chapel except by special permission of the faculty, and all public exercises held by the literary societies or other bodies of students shall be subject to such control by the faculty as they may think it proper to assume.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION.

This is an organization that has as its purpose the strengthening of the christian character of the men of the institution. It endeavors, as nearly as possible, to replace the christian influence of the home while the men are here attending the Normal School and to form in the men habits of christian living. This organization is under the control of students and is heartily endorsed and supported by the faculty. It dates its existence in this school from March 28, 1902, and is the same as found in other institutions of learning.

At the beginning of each semester a committee from the Y. M. C. A., to be recognized by their badges, meet the students at the trains and render them all possible assistance in securing board and in becoming acquainted in the city. The committee will meet students at any time, provided they are coming. The President is Harvey Shackelford. Any correspondence addressed to the President of the Association, Cape Girardeau, Mo., will receive prompt and careful attention.

Devotional meetings, which are led by students, are held on Saturday evenings at 7:30 o'clock of each week. From time to time these meetings are addressed by prominent professional and business men of the city and on such occasions the entire student body is invited. In addition to these general meetings, there are two Bible classes which meet weekly and study, in a systematic way, the Word of God without regard to any religious denomination or creed. These classes

are led by students who have had special training in such work at the Y. M. C. A. conference which is held each summer at Lake Geneva, Wis.

All men entering school are urged to join the Y. M. C. A. The Association has a well furnished hall for its meetings in Academic Hall.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION.

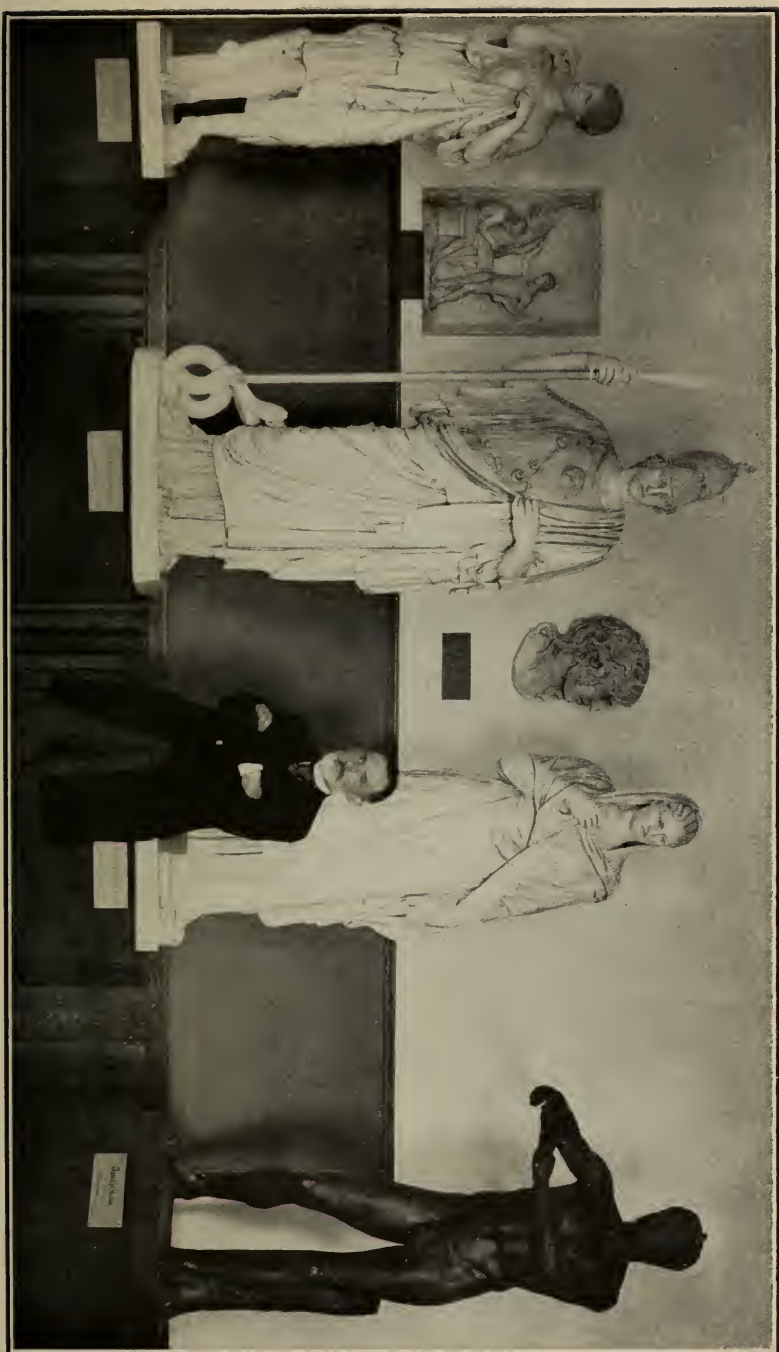
The Young Women's Christian Association of this school has for its purpose the promotion of the physical, intellectual, social and spiritual development of the girls.

The entire membership is divided up into seven committees, which do effective work in inducing the girls to take interest in athletics, in visiting sick students, in keeping the needs of missions before the girls and promoting Bible study. They also meet new students and find boarding places for them. The moral influence of the Y. W. C. A. is very great. The whole trend of the work follows that of our standard: "Not by Might nor by Power, but by my Spirit," saith the Lord of hosts. The Association has a well furnished hall for its meetings in Academic Hall.

SCHOLARSHIPS.

The regents have established two scholarships, each worth one hundred dollars a year. These scholarships are open to students on the following conditions:

1. The student must be a graduate of this Normal School, of a college of the Missouri College Union, or of some other approved college.
2. He must have graduated with high rank.
3. He must be a resident of this Normal District.
4. He must declare his intention to teach.
5. No student will be permitted to hold a scholarship for more than two years.



SOME OF THE STATUARY

LIBRARY
OF THE
UNIVERSITY OF MALAYA

THE AUGUST GERBER COLLECTION OF STATUARY.

The Normal School has received the gift of a valuable collection of statuary. This collection constituted most of the exhibit of Mr. August Gerber of Cologne, Germany, at the Louisiana Purchase Exposition. Mr. Gerber has a high reputation in Europe as an artist, and a number of the busts in the collection were selected for the German Educational Exhibit. The collection are reproductions of Ancient, Mediæval and Modern Works of Art. The reproductions are made of a special and secret substance, composed in part of Alabaster, and are of the same size and finish as the originals, either in bronze or marble.

There are about seventy pieces in the collection, fifteen of which are statues.

This most valuable collection was purchased by a friend and presented to the Normal School. By the terms of the contract with Mr. Gerber, this collection was to be set up by him at Cape Girardeau in good order after the close of the Exposition. This has been done. The collection will occupy a place in Statuary and Art Hall at the west end of the main floor of Academic Hall.

The collection is one of the most valuable collections in the State, and will do much to place the art department of this school on a high plane.

THE LIBRARY.

The Normal School will have at the opening of the school in September of this year one of the best libraries in the State. In Academic Hall the entire east end of the main floor is a library section. Besides there is a packing and binding room below the stack room twenty-five feet by forty feet. The entire area of the library section is about seven thousand feet. The section on the main floor contains a stack room forty feet

by twenty-five feet; a newspaper and magazine room of the same size; and a general reading room ninety feet by thirty-five feet.

The contract has just been let for furnishing this library with the best modern library furniture at a cost of about \$5,000. The Board will purchase at once about \$10,000 worth of books to be added to the books already in the library. An experienced cataloguer will be employed to catalogue the library. The Normal School will enjoy the advantage of having purchased its entire collection of books, worth about \$12,000, during the last three years. While the library contains the standard works of History, Literature, and Science, the largest part of the collection has been made with especial reference to the needs of the departments.

THE DEPARTMENTS.

DEPARTMENT OF PEDAGOGY.

EDWIN ANDREW HAYDEN, WASHINGTON STROTHER DEARMONT,
AND WILLIAM WOODROW MARTIN.

The aim of this department is to give a broad survey of educational theory and practice. To attain this end courses of both a general and special nature are offered. The work of the department is, throughout, presented from a Psychological standpoint. It is believed that Psychology furnishes the best point of departure from which to attack educational problems; and with this idea in view, the following courses are offered:

1. Course in Experimental Psychology, 36 weeks. The work is based chiefly on Tichener.

2. Course in General Method, 24 weeks, in which the fundamental principles of teaching are developed, as well as in which the more practical phases of the teaching of particular subjects are treated. An attempt is made to bring the course into as close contact as possible with the practical work which the student does in the Training School.

3. Course in Ethics, 24 weeks. A lecture course with assigned readings, on the ethics of the individual and social life in its normal and abnormal phases.

4. History of Educational Theories and Institutions, 36 weeks. First term, Greek and Roman Education; second term, Modern Education; third term, Education in the United States. First and second terms required.

5. School Supervision, 12 weeks. Administration; Courses of Study; Classification; Promotions; Inspections; Teachers' Associations.

Advanced courses will be offered to students prepared to take them, in Logic, History of Philosophy, and Psychology.

MATHEMATICS.

BENJAMIN FRANKLIN JOHNSON AND MYRTLE KNEPPER.

1. Algebra (Elementary).....	36 weeks.
2. Geometry (Elementary).....	36 "
3. Algebra (Higher).....	12 "
4. Trigonometry.....	24 "
5. Geometry (Analytic).....	36 "
6. Calculus	36 "

Course 1 begins with simultaneous simple equations and continues three terms of twelve weeks each. The first term completes linear equations; the second term, quadratics; the third term, proportions, progressions, inequalities, binomial theorem, logarithms, and a short study of equations in the light of graphs and determinants.

Course 2 includes Plane and Solid Geometry. Books I and II are studied the first term; Books III, IV, V, the second term; Solid Geometry the third term.

Course 3 is a one-term study of the general theory of higher equations as ordinarily presented in standard higher algebras.

Course 4 is divided into two parts, each one term; the first term is devoted to Plane Trigonometry; the second term to Spherical Trigonometry and Land Surveying.

Courses 3, 4, 5, 6 are elective and are offered students in the Science Course or those preparing themselves specially to teach mathematics.

Text-books for 1905-1906: Milne's Academic Algebra; Wentworth's Geometry; Downey's Higher Algebra; Wentworth's Trigonometry and Surveying; Tanner and Allen's Analytic Geometry; Taylor's Calculus.

ENGLISH.

HATTIE MARSTON AND JEPTEA RIGGS.

SUB-NORMAL ENGLISH.

1. *Grammar*. Text-book: Lyte's Advanced Grammar. This course is designed for those who need a thorough drill

in Grammar. The elements of composition are taught, and much practice given in writing. Mythology will be taught in connection with this course.

FRESHMAN ENGLISH.

This course presupposes a practical knowledge of Grammar. Critical study of American Classics will be made in connection with Abernathy's American Literature.

SOPHOMORE ENGLISH.

Text-book: Genung's Rhetoric and Abernathy's American Literature. English and American Classics will be studied. Much comparative work will be done in this course, developing ideas of literary criticism. Composition will be required throughout the year.

JUNIOR ENGLISH.

1. First Term—Sweet's Anglo-Saxon Primer will occupy about eight weeks. This will be followed by Chaucer's Prologue, Knight's Tale and Nun Priestess' Tale, and two books of Spencer's Fairy Queen.

2. Second Term—Four or five plays of Shakespeare will be read and criticised, and reports by individual members of the class upon selected plays will be required.

3. Third Term—Books I and II of Milton's Paradise Lost, L'Allegro, Il Penserosa, Lycidas, and a production from Dryden, Pope, Addison, Cowper, Gray, Goldsmith and Burns.

Throughout this year weekly essays and reports will be required, and considerable time will be given to the study of the history of the periods covered.

SENIOR ENGLISH.

Text-book: Halleck's History of English Literature. Special attention will be given to Eighteenth and Nineteenth Century Literature. Much library work is required. Composition and literary criticism is expected of all classes.

Advanced work in the following lines will be offered in English:

I. A teacher's course in Grammar. This will be given in the Spring Term and is especially intended for those having a practical knowledge of the subject who feel the need of more advanced work in the subject.

II. A study of American or English masterpieces.

III. The English romantic poets. This course includes a more complete study of Thompson, Cooper, Gray, Burns, Wordsworth, Coleridge, Byron and Shelley than is offered in the Senior work.

Special attention is given to the principles of Classicism and Romanticism.

IV. The leading essayists of the Nineteenth Century. This course will include a special study of Lamb, Macaulay, DeQuincey, Ruskin and Matthew Arnold.

V. The development of the novel. In connection with the development of the novel special study will be made of the novels of DeFoe, Scott, Austin, Dickens, Thackeray, Elliot and Stevenson.

HISTORY.

WINIFRED JOHNSON.

The course in History and Civics embraces five years: one required and four elective. The following courses are offered:

I. General History, 36 weeks. This course is designed especially for those who can spend but little time in the department, but who wish to obtain a brief elementary survey of the general principles and movements of history. Extended reading from the best works in Ancient, Mediæval and Modern History will be required throughout the course, and much time will be given to topical work, and the preparation of outlines and reports.

II. Ancient History, 36 weeks. The first term is given chiefly to the consideration of the Oriental Nations, with preliminary work in Grecian and Roman History. The second and third terms are then devoted to the study of Greece and

Rome. The text-book used is Myer's Ancient History, supplemented by Mahaffy's Old Greek Life, Tighe's Development of the Roman Constitution, and Wilkins' Roman Antiquities. The works of Mommsen, Mahaffy, Holn, Curtus and others are used for reference and special work.

III. Mediæval and Modern History, 36 weeks. The first term is given to the study of Mediæval History, through the period of the Crusades and the development of the cities. The second term continues the course through the period of the thirty years' war, and the third term completes the work in Modern History. Thatcher's Short History of Mediæval Europe, and Schwill's Modern Europe, are the texts in use. Henderson's Historical Documents, the Translations and Reprints of the University of Pennsylvania, and the work of Adams, Emerton, Stille, Fyffe and others are used for reference.

IV. English Constitutional History, 36 weeks. Larned's History of England is the text used, supplemented by Gibbons' Outlines of Industrial History, while Oman's England in the Nineteenth Century is used for the study of that period. The first term is given to the study of early English History, to the period of the Lancastrian Kings; the second term continues the work to the commonwealth, and the third term to the present time. Adams' and Stephens' Select Documents, Colby's Sources, and the works of Gardiner, Green, Taswell-Langmead, Stubbs, Bagehot, Freeman and others are used for extended reading and special work. Much time is given to the preparation of papers and reports upon selected topics.

V. Historical Method and Material, 12 weeks. This course includes a study of the method of work in History in the schools of various grades. It deals with the sources of history, the collection and criticism of material, method of organization and interpretation of material, and the relation of history to other lines of work. The time to be devoted to the subject, and the use of outlines, maps, charts, etc., are considered.

AMERICAN HISTORY AND POLITICAL ECONOMY.

HENRY STEPHEN MOORE.

1. American Constitutional History, 36 weeks.

This course is primarily open only to Seniors and Juniors. It may be chosen, however, by students who are working for the A. B. degree, or by others who have received special permission to take the work. The course presupposes that the student has taken the work offered in the freshman and sophomore years in Ancient, Mediæval and Modern European History. It would be to his distinct advantage to have had also a course in English History.

The work of this course will be done by class discussion of the leading phases of American History and Government, and by special reports two hours a week. The basis of the general discussions will be Thwaite's Colonies, Hart's Formation of the Union, and Wilson's Division and Re-union. For the reports, individual students of the class will be assigned special topics which they will present in a thoroughly prepared discussion of twenty-five or thirty minutes. The rest of the hour will be taken up in questioning and a general discussion of the assigned topic. For this work a well supplied library of magazines, reports, and a complete collection of special and general works on American History will be at the disposal of the students.

2. A course in United States History, 36 weeks.

This is a Sub-Normal course, and is offered for younger students who have never had thorough training in United States History. The chief object of this work will be to lay the foundation for an appreciative understanding of our national life.

3. A course in United States History and Civil Government, 36 weeks.

This course is similar to the preceding, but is open to maturer students who already have a good general knowledge of United States History, but who desire a yet more thorough knowledge, and to become acquainted with the best materials

SCIENCE HALL



LIBRARY
OF THE
UNIVERSITY OF MICHIGAN

and methods of teaching. In these courses Fiske's or McMaster's school histories will be used.

4. A course in United States History, 12 weeks.

No attempt will be made to cover the entire field of United States History in this course. It will not open till the third term in March, and is offered especially as a Teacher's Course. Some important period of our national life (most probably the formation of the Union) will be taken up and exhaustively studied. Special emphasis will be laid upon the best methods of presenting the subject, and upon the materials of the period studied.

5. A special course on the History and Government of Missouri will be given, provided there is sufficient demand. If there should be only a small number who desire it, the work in this subject will be combined with course 3.

6. Political Economy, 36 weeks.

This course will be open to Juniors and Seniors and those working for the A. B. degree, and those who may receive special permission. A good general knowledge of American History is necessary for this course. Laughlin's Elements of Political Economy will be the basis of the study. This will be supplemented with extensive reading in a well selected special library on Political Economy and kindred subjects. Some special problems will be carefully worked out and analyzed, as the Labor Problem, Tariff, Money, etc.

LATIN AND GREEK.

BENJAMIN AUGUSTUS THAXTER AND HERBERT BOOTH SMITH.

There are seven courses offered in Latin.

1. Beginning Latin, 36 weeks. Collar and Daniel's "First Year Latin" is the text used. This will be supplemented the last quarter of the year by some easy Latin reading.

2. Caesar and Prose Composition, 36 weeks. Five books of Caesar or its equivalent are read during the year.

Prose composition, one recitation a week. A systematic study of the Latin Grammar is required. Texts used: Allen & Greenough's New Caesar; D'Ooge's Latin Composition.

3. Cicero and Prose Composition, 36 weeks. Seven Orations of Cicero are read during the year. Prose composition, one recitation a week throughout the entire year. Lectures on Roman Literature and Roman Antiquities will be given during the year. Text used: D'Ooge's Select Orations of Cicero.

4. Virgil and Latin Prosody, 36 weeks. The year's work in this course covers the reading of Books I-VI of the Aeneid. A careful study of Latin Prosody and Roman Mythology will be made during the entire year. Texts used: Greenough and Kittredge.

5. Livy, 12 weeks. Fall Term.

6. Tacitus, 12 weeks. Winter Term.

7. Horace, 24 weeks. Spring and Summer Term.

Allen and Greenough's Latin Grammar is used in all the different courses.

Courses 4, 5, 6 and 7 will be credited as work leading to the A. B. degree.

GREEK.

There are three courses offered in Greek.

1. White's "First Greek Book." Some easy Greek reading will be done in connection with this work the latter part of the year.

2. Four books of Xenophen's Anabasis read. Sight reading and Prose Composition throughout the year.

3. Three or four books of Homer's Illiad or The Odyssey. Study of Greek Mythology and versifications.

Lectures on Greek Literature and Antiquities will be given from time to time during the year.

GERMAN AND FRENCH.

HERBERT B. SMITH.

Three years are offered in German. A student taking this subject will be required to do work equivalent to two years before receiving credit in it for graduation.

FIRST YEAR.

1. *First Term*—Pronunciation, Grammar, reading of simple stories, easy conversation and written work. Texts used: Harris' Grammar, Guerber's Maerchen und Erzählungen, Parts I and II.

2. *Second Term*—Reading, conversation, written work, review of Grammar. Texts used: Storm's Immensee, Heyse's L'Arrabbiata.

3. *Third Term*—Continuation of work of the second term, with the reading of Carmen Sylva's Aus Meinem Königreich, Zschokke's Der Zerbrochene Krug.

SECOND YEAR.

4. *First Term*—Review of Grammar, reproduction in German (both oral and written) of easy stories. The reading matter will be selected from the following: Bernhardt's Auf der Sonnenseite, Gerstæcker's, Germelshausen, Heyse's Das Mædchen von Treppi, and Hillern's Hoeher als die Kirche.

5. *Second Term*—Continuation of 4; selections from the following: Heyse's Hochzeit auf Capri, Schiller's Der Neffe als Onkel, and Der Taucher, Baumbach's Die Nonna.

6. *Third Term*—Schiller's Maria Stuart, Baumbach's Der Schwiegersohn and Freytag's Soll und Haben.

THIRD YEAR.

7. *First Term*—Schiller's Wilhelm Tell and the Jungfrau von Orleans, Lessing's Minna von Barnhelm, a study of the life of Schiller and Lessing as well as a study of the historical basis of the plays selected.

8. *Second Term*—Advanced German Grammar and the history of German Literature.

9. *Third Term*—Selections from Schiller's Ballads, Heine's Poems, Goethe's Herman and Dorothea, or Part I of Goethe's Faust.

In the third year's work emphasis will be laid upon literary appreciation and interpretation, leading the student as far as possible to understand the literary value of the selections read.

The chief object in courses 1, 2, 3, 4 and 5 will be to acquaint the student with the language in such a way as to make it of practical value to him. With this object in view, only as much time will be given to the grammar as is deemed essential.

Students who already have some knowledge of German will probably find it advisable to take courses 5, 6, 7, 8 and 9 omitting 1, 2, 3 and 4. Students working for the A. B. degree may have their German counted provided they do two years work in the subject.

FRENCH.

A two years course is offered in French.

FIRST YEAR.

1. *First Term*—Pronunciation, Grammar, written work, reading. Texts used: Grandgent's Elementary Grammar, Assolant's Aventure du Celebre Pierrot, Bruno's Les Enfants Patriotes.

2. *Second Term*—Continuation of 1 with the emphasis on reading. Texts used: Mairat's La Tache du Pitit Pierre, Daudet's Trois Contes Choisis, Dumas' L'evasion du Duc de Beauford.

3. *Third Term*—Le Conscrit by Erckmann-Chatrain, Madame Therese, and Historettes Modernes.

SECOND YEAR.

4. *First Term*—Review of Grammar, Reading. Texts used: Lamartine Jeane d'Arc, Daudet's Le Pitit Chose.

5. *Second Term*—Composition, Reading. Texts used: Balzac's Le Cure de Tours, Hugo's Les Miserables.

6. *Third Term*—Composition and sight reading.

BIOLOGY.

HARRY LEE ALBERT.

Four courses will be offered in the Biological Sciences.

1. A course in Zoology, 36 weeks.
2. A course in Botany, 36 weeks.
3. A course in Bacteriology, 36 weeks.
4. A course in Laboratory Methods and Technique, 36 weeks.

Courses 3 and 4 will be credited as work leading to the degree of Bachelor of Arts. Course 3 is open only to those who have had a year's work in Botany or its equivalent in an approved school, and Course 4 is open only to those who have had a year's work in both Zoology and Botany, or who present satisfactory evidence of familiarity with the elements of these sciences. Students desiring to do special work in Vegetable Physiology and Pathology, Embryology or Vertebrate Morphology will find opportunity to do so. Students qualified to do work in courses 3 or 4 will find opportunity to pay their incidental fees by assisting an hour each day in the laboratory.

Zoology.—The work in Zoology begins with the study of insects. Six hours a week are spent in the laboratory and three hours in recitation and lecture. The winter months are devoted largely to the study of vertebrate forms and the spring to other invertebrates than insects. Harvey's Elementary Zoology is the laboratory guide, supplemented by other laboratory directions. Dodge's General Zoology is the text.

Botany.—This is a course in plant structures. It is assumed that students entering this class have had High School Botany or its equivalent. For such students as have not had such work, classes are formed to take up the study of plants especially from the standpoint of Ecology. Clark's Manual is the laboratory guide, and Coulter's Plant Structures is the text. About three-fourths of the time is devoted to Cryptogamic Botany, and one-fourth to the Spermatophytes.

Bacteriology.—This is a new course and has not yet been offered as a part of the academic work in most schools in the state. It is intended to take the place of the course heretofore offered in Physiology. It is believed the course has greater culture value and a greater practical value than the course it supplants. In connection with this course there are given lectures on public and individual hygiene, thus covering the really essential parts of Physiology as it is possible to teach it in public schools.

Laboratory Methods and Technique—The object of this course is to prepare teachers to instruct in the Biological Sciences in high schools and such institutions as may have laboratories and equipment. It aims to bring the student in contact with those problems which always trouble and perplex an inexperienced teacher, and to offer solutions for those problems. Such a course is believed to have a culture value as well as a practical one.

Equipment.—The Biological laboratory is well equipped to do thorough work. It is supplied with water, gas and electricity. An attempt has been made to perfect the unit system. Each student is provided a desk with plate glass top and drawers for containing note books, dissecting apparatus, etc., and a cupboard for containing the microscopes. Each desk contains a Bausch & Lomb BB microscope stand with a complete set of objectives and eyepieces, and a W dissecting microscope stand with a 1-inch doublet. The lower drawers are arranged to hold dissecting instruments, reagent bottles, glassware, etc., all of which are furnished by the State. There are no laboratory fees. Each table is supplied with gas and with two burners—a Bunsen burner and an illuminating burner for use when light conditions are not favorable. The laboratory is equipped with a modern incubator, steam and hot air sterilizers, water-baths, microtomes and all apparatus necessary to the preparation of laboratory material. There are opportunities for advanced students to do original and research work.

PHYSICS.

BENJAMIN GLIME SHACKELFORD.

1. An Elementary Course of 36 weeks.

The order of study will be:

First Quarter—Mechanics.

Second Quarter—Heat, Light and Sound.

Third Quarter—Electricity and Magnetism.

2. Advanced Course of 36 weeks.

First Quarter—Advanced Methods in Mechanics and properties of matter with determination of special problems.

Second Quarter—Electrical measurements.

Third Quarter—Advanced Methods in Heat, Light and Sound.

The whole course to be given with special reference to laboratory technique and the construction and manipulation of apparatus.

NATURE STUDY AND PHYSIOGRAPHY.

BENJAMIN GLIME SHACKELFORD.

A course of 36 weeks in Nature Study. A regional study of flowers, trees, birds and insects from the standpoint of recognition and life story. A more extensive study of limited areas taking up such problems as survival, struggle for existence, light, moisture and movement.

The work undertaken will be such as the season suggests and pupils may be admitted at the beginning of any term.

A course of 36 weeks in Physiography, consisting largely of experimental work in demonstration of physical forces and observation work in the physiographic features of the adjacent country.

CHEMISTRY AND AGRICULTURE.

ROBERT WAITMAN CLOTHIER.

CHEMISTRY.

The laboratory is well equipped with excellent tables supplied with water, gas and other modern appliances.

Laboratory work is made the basis of all recitations, and a standard text book is used for reference. Individual instruction is given in all laboratory work, and the amount a student may accomplish is limited only by his ability and the time at his disposal.

Course 1. General Inorganic Chemistry, 24 weeks.

Text-book: Newell's Principles of Chemistry. This course is a study of the properties of the common elements and some of their compounds, and presents a few of the fundamental laws and theories of the science.

Course 2. Qualitative Analysis, 12 weeks.

Laboratory work with occasional recitations. A brief course designed to familiarize students with laboratory methods, and to develop independence in work and thought. After two weeks inductive work, a minimum of fifteen unknown compounds and mixtures are required to be analyzed.

Course 3. Organic Chemistry, 36 weeks.

A study of the compounds of carbon as presented in Remsen's text, including laboratory work as provided by this text. The laboratory work will be extended according to the needs and ability of students taking the course.

Course 4. Advanced Inorganic Chemistry, 36 weeks.

This course consists chiefly of readings from some of the larger standard texts, such as Newth's, Freers, or Remsen's, and leads to Theoretical and Historical Chemistry.

Course 5. Advanced Qualitative Analysis, 24 weeks.

A continuation of Course 2. This course is so conducted as to require a student to use all of his previous knowledge of Chemistry, and is an excellent means of giving training in accurate observation and correct habits of reasoning.

Course 6. Agricultural Chemistry, 36 weeks.

The application of Chemistry to soils, plant nutrition, feeding, dairying, fertilizing and other farm operations constitutes the subject of study. This course is open only to

students who have completed one year's work in Agriculture, and courses 1, 2, and either 4 or 5 in Chemistry.

Selections from courses 3, 4, 5 and 6 may be made to be credited for work leading to the degree of Bachelor of Arts.

AGRICULTURE.

The work in Agriculture is designed to train students to teach the subject in rural schools, to assist farmers themselves, to meet the demand for school gardening in cities, to impress the nature study idea, and to improve the appearance of farm homes and rural school grounds. It therefore covers a broad field, and requires an extended reading course accompanying the regular text-books, lectures and field and laboratory work.

The equipment is an experimental garden; a library of up-to-date books, a collection of bulletins from the United States Department of Agriculture and all the State Experiment Stations, and some simple laboratory apparatus.

COURSES OF STUDY.

Course 1. Soils, 12 weeks. Lectures.

Soil formation, soil composition and soil management are the chief subjects of study. A laboratory and field course of experiments accompany the lectures.

Course 2. Plant Culture, 12 weeks.

Text: Goff's Principles of Plant Culture. A thorough training in the scientific principles and laws governing plant growth and development, plant propagation and plant manipulation. Garden work accompanies the text, and students are required to make and grow grafts and cuttings, to practice budding, transplanting, pruning and other plant manipulations; to grow annual flowers, small fruit and experimental plats of alfalfa, and such other work as the needs of the course demand.

Course 3. Home Dairying and Landscape Gardening, 12 weeks.

(a) Home Dairying, 6 weeks.—Lectures. Milking; care of milk; butter making; selection of dairy herd; feed-

ing, including the silo and balanced ration, are some of the principal subjects discussed. Laboratory experiments with the Babcock tester, and upon the keeping of milk, accompany the lectures.

(b) Landscape Gardening, 6 weeks.—Text, Waugh. A brief course designed to awaken in students a desire for more beautiful home surroundings by showing them how they may be obtained. A study of the native trees, vines and shrubs, with respect to their use for landscape effect, accompanies the daily recitations, and at the close of the term each student must submit an original plan for the improvement of the Normal campus.

MANUAL TRAINING.

CHARLES LAMB.

The course to be offered in the future will have many distinctive features. The object of this course, like that of other departments, is educational. While it has a distinctive practical value, it also possesses the dignity of laboratory training not acquired in any other work. The several processes involved in taking a piece of rough material through the different steps, from the mechanical drawing to the finished product ready for service, bring into operation many of the important powers of both hand and mind.

The cultivation of many of the faculties at one time is the result of such work. The economy of time, labor and material; the formation of habits of neatness, order and workmanlike methods, by careful supervision, are taught and required.

Beginning with this year a four year's course will be offered.

I. Handwork for primary grades. This course is devoted to the lines of constructions adapted to the lower grades. The ideas to be expressed relate to the individual and social demands of the children; touching on the play life in the

construction of doll furniture, houses, carts, boats; on things of service in making looms, mats, bags. The materials used are clay, paper, cardboard and thin wood.

II. Handwork for Grammar Grades. (*a*) Cardboard constructions. (*b*) Basketry. (*c*) Clay Modeling. (*d*) Knife Work. (*e*) Bench Work.

III. Advance Course:

1. Bench Work. All working drawings must be made by the student before proceeding with his work.

2. Wood Turning. The course in bench work must be completed before taking up the work in this course.

3. Moulding and Pattern Work. A short course in moulding should precede the pattern work, that the student may better understand the construction of patterns.

4. Forging. It is here that there is required decided action. There is not time to study over plans. Self reliance is the keynote in every process.

5. Machine Work. Work at the vise precedes the machine work to enable the student to become familiar with various hand processes of metal work, and to acquire skill in the use of the common machinist's tools. The work includes chipping, filing, key way cutting, finishing.

The students are required to pay a shop fee to cover cost of material used in regular work. The students must pay for all material for exercises and work outside of regular course.

ELOCUTION AND PHYSICAL CULTURE.

GERTRUDE BECKER.

The course of study is designed to cover two years, with a third year of advanced work if desired.

FIRST YEAR.

Voice culture; breathing; correct placing of voice. Formation of vowel and consonant ideals. Articulation. Enunciation. Pitch, Emphasis, Inflection, Qualities. Cultivation of resonance and impressionability through readings.

Bodily Expression, Gesture. Work to stimulate nerve centers and to render the body responsive to thought.

Special work for developing expressiveness in different members of the body.

Analytical study and vocal interpretation of selections from best English and American writers.

Mental Training—Cultivation of the imagination, development and control of the emotional nature, strengthening of the will, learning to follow a train of thought when before an audience.

Desired effects on the rendering; naturalness; directness; intelligent and purposeful rendering which shall yet be expressive and in harmony with the emotion of the selection.

SECOND YEAR.

Voice culture; continued practice of work of first year. Advanced work in qualities, etc.

Bodily expression, gesture.

Study and representation of characters.

Critical and Normal work.

History of the drama, study of representative plays, analysis and presentation of plays from Shakespeare, Browning, etc.

General course for teachers, one term. Basis for the teaching of oral reading in elementary and secondary schools.

Discussions on expression, reading, literature, gesture, voice and speech.

PHYSICAL CULTURE.

Sargent and Anderson Free-hand Gymnastics. Movements with wands, dumb-bells, clubs, etc. Rhythmic movements, fancy steps, marches, military tactics.

Games—Outdoor Exercises: basket ball, foot ball, base ball, tennis, golf, running, jumping, etc.

Each student on entering is given a physical examination; he is then advised as to regimen. Later he is examined to test progress.

MUSIC.

CELIA CAMPBELL.

Elements of Music and Sight Singing.—This course is designed primarily for those who have never studied the rudiments of music. It consists of sight reading, elementary theory, ear training and chorus work. The songs for the latter are selected from works by the best composers, and include the most famous choruses from the standard operas and oratorios.

Kindergarten and Primary Grade Music.—Consists principally of a repertoire of children's songs and methods of teaching them. Tone production and care of the child's voice are especially emphasized.

Methods of Teaching in the Grades.—For those who wish to prepare especially for grade teaching, work will be offered in critical study of text books, methods of teaching the different problems of melody, rhythm and harmony; tone production and artistic interpretation of suitable songs. To do this work satisfactorily, students should understand the elements of music.

Harmony.—The class in Harmony will meet three times a week. To enter this class students should be able to play the piano or organ sufficiently to play simple hymns or chords.

History.—A study of Musical History, beginning with the earliest forms B. C. down to the modern schools, together with the lives of the most famous composers. Class in History will meet twice a week.

DRAWING.

CAROLINE LIVINGSTON.

The work in drawing falls under the following general heads:

Drawing.—Line and shadow in charcoal, pencil, and pen and ink.

Perspective and Object Drawing.—Class practice and memory work.

Design and Composition—Specially designed for teacher's study of line, light and dark and color designs for wall paper, book covers and interior decoration.

Historic Ornament—In pencil and color from copies of historic ornaments.

History of Art—From time to time brief lectures on History of Art will be given and students will be expected to preserve notes.

DOMESTIC ECONOMY.

RUTH E. MICHAELS

JUNIOR YEAR.

Cooking—Thirty-six weeks. Three ninety minute periods each week. Includes: 1. Practical work in kitchen and dining room. 2. General care of kitchen and its furnishings: sink, table, range, pantry, refrigerator. 3. Care of kitchen utensils. 4. Care of dining room. 5. Selection and care of food materials. 6. Study of tables of weights and measures. 7. Preparation of plain foods.

Sewing—Thirty-six weeks. Two ninety minute periods each week. Includes: 1. Practical stitches on canvas; running, basting, waist-seaming, over-seaming, over-casting, catch-stitching, cross stitching. Application of stitches to some useful article designed by pupil. 2. Hems, bands, ruffle on band. Application of these in the making of quilt, doiley, handkerchief, apron. 3. Darns: Plain weaving. Design of square and pointed darns on paper. Stockinet darns. Designing of doiley, using outline and darning stitch. Cloth darning. Straightway. Bias. Straightway bias. Corner. Patch. 4. Patching: Hemmed patches. Over-seamed patches. Circular patches. Flannel patching. 5. Practice stitches on flannel: Fancy stitches. Scallop. Eyelets. Bindings. Seams. 6. Practice seams: Overcast. Felled. French. Bound. 7. Practice Plackets: Hemmed. Bound. Bias. Faced. Gussets. 8. Buttonholes. 9. Drafting underwear patterns. Making underwear, using the knowl-

edge gained in preceding lessons, in the cutting, fitting, trimming and making. 10. Study of textiles. (Given in regular sewing lessons). (a) Selection of materials with reference to cost, utility, suitability. (b) Study of different fabrics as to process of manufacture, cost of production, etc.

Food Work—Eighteen weeks. Three forty minute periods each week. Includes: 1. Definition of foods. 2. Classification as to composition. 3. Physical and chemical properties. 4. Discussion of each class: Composition. Digestion. Use in body. Source. Manner of growth. Manufacture. Market value. 5. Study of food values; discussion of one important food of each class.

Physiology—Eighteen weeks. Five forty minute periods each week. Includes: 1. General study of body structure. 2. Special study of digestion, absorption, excretion, metabolism, assimilation.

English—Eighteen weeks. Three forty minute periods each week. Includes: 1. Sentence structure. Choice of words. Preparation of literary material. 2. Talks, discussions, papers presented by students. 3. Short themes on related topics. 4. Long themes on assigned subjects.

Household Management—Eighteen weeks. Three forty minute periods each week. Includes: 1. Location of house with reference to the soil, site, surroundings. 2. Selection of country house: soil, water supply, sources of contamination. City house: soil, drains, pavements, gutters. 3. Building of house: Materials, arrangement of rooms, water supply, drainage, lighting, heating, ventilation. 4. Drainage and plumbing: Canons of good drainage, location of fixtures, use and care of system. 5. Water supply: Need of pure water. City supply. Various wells—use—care. Filtration of water. Practical tests for condition of water. 6. Ventilation: Need of pure air. Objects of ventilation. Kinds of ventilators. 7. Heating: Object. Methods. Advantages of each. Average temperature of various rooms. 8. Lighting: Object. Necessity for air supply. Use of gas, electricity,

kerosene. Cost. 9. Furnishing: Principles of furnishing. Effect upon health, comfort and development of family. Consideration of floor, walls, etc., with reference to use, finish, color, etc. 10. Furnishing and care of the rooms. 11. Planning of moderate sized house. Furnishing of this house, with selection of color schemes, and furniture adapted to the needs of the house.

Science—Includes General Chemistry. Food Chemistry.

1. General Chemistry, eighteen weeks, two forty minute periods and three eighty minute periods each week. Practical application of Chemistry in domestic science. 2. Food Chemistry, eighteen weeks, same periods as 1. Study and analysis of the food classes. Analysis of a complete food.

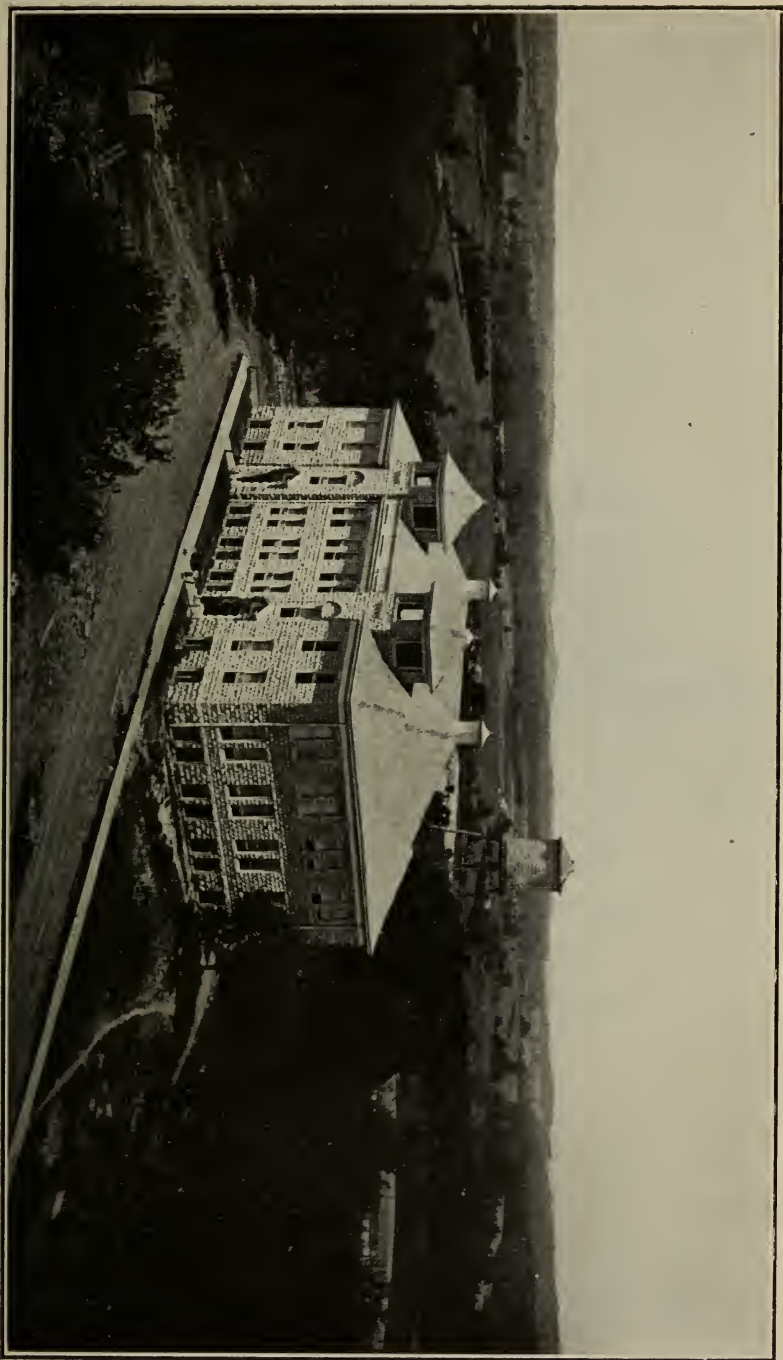
SENIOR YEAR.

Cooking—Thirty-six weeks. Three ninety minute periods each week. Includes: 1. Selection and care of materials. 2. Marketing. Cost of materials. 3. Preservation of foods. 4. Fancy and invalid cookery. 5. Chafing dish cookery. 6. Preparation of complete meals. 7. Serving of complete meals. Table furnishings: linen, glass, silver, china. Laying table, duties of host, hostess, waiter. Care of table furnishings.

Sewing—Thirty-six weeks. Two ninety minute periods each week. Includes: 1. Millinery. 2. Dressmaking. 3. Drafting of patterns.

Science—Thirty-six weeks. Includes: 1. Plant physiology, eighteen weeks, three forty minute periods and two eighty minute periods each week. Rusts. Smuts. Yeast. Bacteria. Molds. 2. Human Physiology, ten weeks, five forty minute periods each week. Study of hygiene related to food, dress, household management. 3. Physics, six weeks, five forty minute periods each week. Study of heat and light.

Primary Hand Work—Eighteen weeks, two eighty minute periods each week. Includes: 1. Basketry. 2. Clay Modeling. 3. Drawing. 4. Construction work in paper and cardboard.



TRAINING SCHOOL.

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Home Economics—Thirty-six weeks, four forty minute periods each week. Includes: 1. Review of junior house furnishing. 2. Continued study of care of the house. 3. Study of laundry work. 4. Study of food adulterations. 5. Household accounts. 6. Study of dietetics. Necessity for varied diet. Comparison of food values. Planning of practical menus with reference to food value. Cost of food. Cost of menu. 7. Home nursing. 8. Literature relating to home economics. Assigned readings discussed by pupils.

Observation, 1st semester. Practice work, 2d semester.

PENMANSHIP AND BOOK-KEEPING.

Penmanship.—This work is Sub-Normal and will not be credited on the Normal Course, the aim being to acquire an easy, plain and rapid hand-writing. Special attention will be given to movement, position, forms and the correction of habits.

Book-Keeping.—This work is Sub-Normal and will not be credited on the Normal Course. Text used, The Twentieth Century Business Practice. Students will receive individual instruction. One hour a day will be given to this work in the class room.

TRAINING SCHOOL.

ORGANIZATION AND MANAGEMENT.

The Training School is the laboratory of the Pedagogical Department. It is, essentially, an elementary school conducted by specialists.

The work of the supervisors is to do model teaching, oversee student teachers in their grades, and look after the individual welfare of each pupil. The supervisors are responsible for the order and general conduct of their grades and see to all cases of discipline arising therein.

The principal oversees in general all work of the Training School, and arranges with the president all matters appertain-

ing thereto. She has in charge the professional training in practice of the senior and sophomore classes. Weekly lectures are given these classes on matters important to teachers.

AIM.

The aim of the Training Department is threefold:

1st. To conduct an elementary school, according to the principles known to be sound through the experience and research of leading educators.

2d. To enable the students doing professional work to observe correct methods of teaching.

3d. To enable students to put into actual practice their scholastic and pedagogical knowledge.

To accomplish this threefold aim the greatest care is given to the individual interests of both pupil and student. The principle is maintained that whatever promotes the well-being of the child, best serves the student in his search for truth.

PLAN.

The course of study is continuous through kindergarten, primary, intermediate and grammar grades. No attempt is made at the close classification so often affected in the mechanical grade work necessary in the public schools. Each class and each child does all the work it is capable of doing well.

Promotions are made at any time a pupil is found ready to advance more rapidly than his class. These promotions are based upon the pupil's maturity of thought, ability to learn and capacity for work, and not upon the number of facts already acquired.

A close correlation is made between the so-called branches of study, that unifies the child's experiences, saves time and energy in acquiring facts and gives him an intelligent interest in all his work. Each lesson calls forth the knowledge gained in other lessons, thus making them a part of his working capital.

The following outlines indicate the purpose and scope of the work through the various years.

KINDERGARTEN.

The child's natural activities constitute the basis for all work, and through the freedom of play his efforts are directed

toward desirable aims. The Kindergarten strives to begin a natural education. In its games, gifts and occupations the child reproduces much of the life about him, the home, the industrial and the civic. Co-operation, inter-dependence, self-reliance and respect for each individual are keynotes in the social philosophy of this natural education begun in the Kindergarten.

The Kindergarten is the foundation of all educational development.

OUTLINE OF WORK IN GIFTS.

Every object used in the Kindergarten must be considered first, "As a Key to the Outer World," second, "As an Awakening to the Inner."

Each must appeal to his threefold nature, to his thoughts, to his feeling, and to his activities.

1st. The first gift presented to the child is the ball. (It is presented in a set of six, using the six primary colors.)

The object of this gift is to stimulate the observation and to lead to self expression.

The ball is the simplest and most general of the normal types, and offers a basis for the classification of external objects, and by its extreme indefiniteness and wide adaptability it offers the best medium for giving expression to the indefinite ideas of the child.

2d. The second gift consists of the sphere, cylinder, and cube.

The three objects stimulate comparison by presenting striking contrasts and affords a new basis for comparison.

The third gift is a cube divided into eight small cubes. When the child is presented with the third gift, he is at a stage when he wants to investigate, to tear down and build up again. He is no longer satisfied with the external appearance of things, and thus begins to realize the many different possibilities of the same object.

The fourth gift is a cube divided so as to produce eight parallelopipeds; each part is alike, but unlike the whole. Both the third and fourth gifts divide naturally into halves, quarters and eighths, but the fourth gift leads to a clearer

grasp of the idea of fractional parts by the association of each part with a greater variety of form and position.

The fifth and sixth gifts are enlargements upon the third and fourth. They present a greater scope for invention in building in both "life problems" and "mathematical problems."

The seventh gift consists of square and triangular tablets. The first six gifts illustrate solids, while the seventh gift, moving from the concrete to the abstract, marks the transition to the surface.

The eighth gift is derived from the tablet by cutting the edges and producing a stick. The work with the sticks really is a foundation for drawing. It produces the outline, stimulates comparison, observation, memory, analysis, language, and attention.

Sticks and rings follow as in natural sequence, the combination of the curved and straight line.

These are followed by lentils which bring us a step nearer drawing and a more definite conception of objects.

Froebel, the father of the Kindergarten, has arranged the gifts with great care and forethought; each gift is the outgrowth of the preceding gifts. The whole Kindergarten system is planned to work out in natural sequence.

The occupation work consists of modeling, piece work, mat weaving, paper folding, paper cutting and pasting, each developing a conception of number and form.

The songs and games, lunches and stories, each bear an independent part, all going to form the whole.

COURSE OF READING FOR STUDENTS IN THE KINDERGARTEN.

A Study of Child Nature—Elizabeth Harrison.

Child's Rights—Kate Douglas Wiggin.

Symbolic Education—Susan Blow.

Letters to a Mother—Susan Blow.

Froebel's Educational Laws—Translation by W. N. Hailman.

Mottoes and Commentaries of Frederick Froebel.

Mother Play—Susan Blow.

The student observes and assists the director until he becomes familiar with the work. Each student will be required to conduct at least one lesson a week under the supervision of the director.

PRIMARY DEPARTMENT.

No break is made between the Kindergarten and Primary work. The songs continue with increasing educative and ethical value. The games give a social atmosphere to the work in physical culture and sense training. Hard work develops into systematic manual training and the sense training becomes more specifically the recognized basis of later work in the exact sciences. From a technical standpoint the course of study embraces two branches, not divided, but closely united, viz: Literature and Science. The work in each is as follows:

LITERATURE.

(First and Second Years)

METHOD.

- a* Story telling by teacher and pupil.
 - 1 Discussion of incidents, characters, etc.
 - 2 Illustration by drawing, cutting, etc., and dramatization of story when possible.
- b* Poems memorized.
- c* Thoughts symbolized in script and print, and words visualized.

All lessons are primarily thought lessons; drills in word calling are enlivened by devices to avoid mechanical routine. Blackboard work is drawn from nature study and literature, and from the lessons the child is to read later in his first book. Many lessons are presented in the form of games, which are played first by oral instruction and then by directions written upon the board. Script and print are taught simultaneously and phonics are introduced incidentally by means of slow pronunciation, separating the sounds.

MATTER.

- a* Myths, Fables and Tales.

The following are typical selections: 1, Red Riding Hood. 2, The Boy and the Wolf. 3, Cinderella. 4, Old

Woman and Her Pig. 5, The Dog Argus. 6, Pandora's Box. 7, Story of Samuel. 8, The Ugly Duckling.

It is to be observed that these selections radiate the virtue of obedience, kindness, orderliness and honesty in a way comprehensible to a small child.

b Historical and Biographical Type Studies.

1, Story of Columbus. 2, Stories of Pilgrims. 3, The Boston Tea Party. 4, Stories of Washington. 5, Stories of Lincoln. 6, William Penn. 7, Benjamin Franklin. 8, Pocahontas, King Philip and other Indians.

c Stories of Other People in Other Lands.

1, William Tell. 2, Bruce and the Spider. 3, Stories of King Arthur and Alfred. 4, Seven Little Sisters.

d Literature for Art Type Studies.

- 1 Wynken, Blynken and Nod.—Field.
- 2 Three Little Bugs in a Basket.—Cary.
- 3 A Good Boy and the Wind.—Stevenson.
- 4 Children's Hour.—Longfellow.
- 5 Answer to a Child's Question.—Coleridge.
- 6 Lullaby, Sweet and Low.—Tennyson.

BIBLIOGRAPHY.

Classic Tales.—McMurray.

Nature Myths and Stories.—Cooke.

Nature Reader.—Wilson.

Stepping Stones to Literature, II and III.

Greek Myths.—Pratt.

Fairy Tales.—Anderson, Grimm.

Heart of Oak, I and II.

Taylor's First Reader.

Williams' Readers, I, II and III.

Selections from the poets.

SCIENCE.

(First and Second Years)

a Landscape as a moving picture.

- 1 Different views compared and contrasted.

- 2 Color scheme.
- 3 Component parts discussed.
- 4 Topography leading to home geography: hills, plains, lakes, rivers, soil—sand, rock, clay, loam.
- 5 Plant and animal life in the picture.
- 6 Illustration of natural features by modeling and sketching.

b Weather Chart.

- 1 Study of seasons and their effect on landscape as the seasons occur.
- 2 Variations, rain, dew, frost, etc.
- 3 Study of the effect of cold and heat upon plants, people, animals.

c Nature's and Man's housekeeping.

- 1 Storing of food for winter.
- 2 Protection against cold.

d 1 Type studies of plants—astor, maple, spring beauty.

Flowers—color, form, petal. Leaf—form, veins, edge. Stem, Roots. Adaption to Environment. Use of plant to man.

- 2 Type study of animals—cat, dog, frog—appearance, size, habitat, habits, food, adaptation to environment, use to man.
- 3 Type study of insects—grasshopper, ant, mosquito, same as study of animals.
- 4 People—appearance, the family group, clothes, food, language, manner of living, houses, nationalities represented in class, etc.

NOTE—This is a preparative study to home government, and later to community life and civics.

e The school garden.

- 1 Germination of seeds in the house.
- 2 Artistic arrangement of beds.
- 3 Preparation of soil for planting.
- 4 Planting and tending.
- 5 Necessary "weather" requirements noted.

INTERMEDIATE GRADES.

(Years 3, 4, 5 and 6)

The work in the third and fourth grades is a continuation of work already begun. Owing to the predominant feature of the environment for and government of home life as developed in science and story in the preceding years, science becomes, more specially, geography. Sense training and incidental calculation of the Kindergarten and Primary are systematized into arithmetic. The studies for the third and fourth years are classified as geography, literature and arithmetic, and are, approximately, the following:

GEOGRAPHY.

(Third and Fourth Years)

- a* Home Geography, as begun in first and second years, becomes a more extensive study in the locality.
 - 1 People, nationality, culture, as shown in churches, schools, etc.
 - 2 Industries—Types chosen for careful study.
 - 3 Exports and Imports—Relation to industries.
 - 4 Climate and Soil—Relation to same of 2nd and 3rd.
 - 5 Railroads—Relation to 2nd and 3rd.
 - 6 Government—First, second or third class city, as case may be.
 - 7 Home journeys with studies in soil, animal and vegetable life and meteorological changes continued as in first and second years.
 - 8 Location as to (*a*) State, (*b*) United States.
 - 9 Topography of surrounding country.
- b* The State.
 - 1 Location of type cities, and study of the same.
In Missouri these are: St. Louis, railroad center; Joplin, mining; Kansas City, cattle market; Springfield, fruit growing center; Jefferson City, capital.
 - 2 Industries and occupations throughout the state as shown by type cities.
 - 3 Railroads and waterways.
 - 4 Topography and climate.



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5 Population, nationality, culture, etc.

6 History in brief.

7 Survey of surrounding states.

c State group.

A similar method is pursued in the state group as in the state, plus:

1 Commercial importance to United States.

2 General topography of the entire region.

d United States.

1 Topography, area, population, wealth.

2 Education.

3 Government.

4 National strength.

5 International commercial relations.

Studies in history are correlated with geography through an easy reading course by the individual members of the class, who report weekly upon matter read.

SCIENCE.

(Fourth Year, Ten Weeks in Spring)

a Type study of plants, insects and animals continued.

b The school garden.

LITERATURE.

(Third and Fourth Years.)

METHOD—

- 1, Story telling is continued. 2, Easy stories are read silently and aloud. 3, Discussion of stories. 4, Original stories are told by the children and are written in the fourth year. Visualization of words. Composition as observed in the readers. Poems committed to memory.

MATTER—

- a* Myths and Legends—Greek and Indian Myths. German and Norse Legends. Stories from Homer.
- b* Modern Authors.
- 1 Browning—Pied Piper of Hamelin.
- 2 Hawthorne—The Wonder Book.
- 3 Ruskin—King of the Golden River.

- 4 Selections from the poems of Longfellow, Whittier, Helen Hunt Jackson, The Cary Sisters, Lucy Larcom, Field, Riley and others are studied.
- c Historical and biographical reading as suggested by other studies.

BIBLIOGRAPHY.

Graded Literature Series, III and IV.

Heart of Oak, III and IV.

Stepping Stones to Literature, III and IV.

Baldwin's "Old Greek Stories."

Carroll's "Around the World."

Andrew's "Ten Boys."

Elliot's "Boy Pioneer Series."

Eggleston's "Stories of American Life and Adventure."

Pratt's "Colonial Children."

Scudder's "Seven Little People."

ARITHMETIC

(Third and Fourth Years)

- 1 Systematic combination of numbers.
- 2 Building of tables by use of straws, simultaneously with fractional values, is begun.
- 3 Time, linear and liquid measures.
- 4 The use of money and scales.
- 5 Mental drill daily.
- 6 Four fundamental processes in handling large numbers.

Arithmetic in these grades is taught for its practical value and only that of practical content is presented to the child. It has been demonstrated that a child learns as much arithmetic in four years, properly presented, as he gets in six years under the mechanical process.

INTERMEDIATE WORK (CONTINUED.)

(Fifth Year)

In this year geography is continued as affording a setting for the people to be met in history. Science is taken up on independent lines. Reading is largely supplementary and follows, rather than leads, the thought.

GEOGRAPHY.
(Fifth Year)

EUROPE—

- a* Comparison with the United States.
 - 1 Different nationalities and their countries.
 - 2 Topography and climate in general.
 - 3 Government—not one, but many.
- b* Each country chosen in order of national power and compared to United States as to:
 - 1 History.
 - 2 Education.
 - 3 Industries—Exports, imports.
 - 4 Natural resources.
 - 5 Government.
 - 6 Population and area.
 - 7 Cities, places of interest.
 - 8 Foreign possessions.

ARITHMETIC.
(Fifth Year)

- a* Simple surface measure.
- b* Weighing coal, measuring lumber, etc.
- c* Practical problems in papering, plastering, carpeting, etc.
- d* Percentage and interest begun.
- e* Mental drill daily in handling money, making change, etc.

READING.
(Fifth Year)

- a* Basic reader for technicalities, word study, punctuation, capitalization, etc.
- b* Rapid Reading Course in Travels and Adventure. History and Biography. Industries and Commerce.
- c* Literature—A study of masterpieces.—Irving's Rip Van Winkle. Whittier's Barefoot Boy. Hawthorne's Great Stone Face.

BIBLIOGRAPHY.

Stepping Stones to Literature, 6 and 7.
Lamb's Adventures of Ulysses.
Stories of the Island World—Wordoff.

Across India. Across Texas—Optic.
 Along the Florida Reefs—Holder.
 Boy Life in the United States Army—Clark.
 Boys of Fort Schuyler—Otis.
 In the Boyhood of Lincoln—Butterworth.
 East and West—E. E. Hale.
 Westward, Ho—Kingsley.
 Down the Mississippi. Down South—Optic.
 Klondyke Nuggets. Great Cattle Trail. Hunters of the
 Ozarks—Ellis.
 Captains of Industry—Norton.
 Ten Tales from American History—Hawthorne.
 Boys' King Arthur—Lanier.
 Childhood of the World—Clodd.
 Snowbound—Whittier.
 Evangeline—Longfellow.
 Courtship of Miles Standish—Longfellow.
 Water Babies—Kingsley.

SCIENCE.
 (Fifth Year)

- a A Glimpse of the plant kingdom.
 - 1 Flowerless plants—pondscum, fungi, mosses, ferns, evergreens, horse-tail, protococcus.
 - 2 Flowering plants—detailed study of the flower.
 - 1 Pollenization by wind, insects, birds, animals, water.
 - 2 Fertilization.
 - 3 Distribution of seeds.
 - 4 Struggle for existence—Means of protection.
 - 5 Adaptation to environment.
 - 6 Uses of parts of plant to the plant.
 - 7 Use of plant to man.
- b Type study of insects.
- c Physiology of human body.
 - 1 Organs and functions.
 - 2 Composition.
 - 3 Simple experiments in destruction of tissues.
 - 4 Nourishment—Digestion.

- d* Meteorology through the year observed. Use of sundial, yardstick, thermometer, barometer, etc.
- e* School garden—flowers and vegetables chosen and raised by each child, with record kept of same.

INTERMEDIATE WORK (CONTINUED).

(Sixth Year)

The desultory reading and stories of the children in the preceding years are now unified by a systematic study of history. It is not expected that the child will have accurately remembered many facts, but he will have an "atmosphere" of living interest in which to group his facts as he now learns them. The science of the sixth year is a further development of principles already observed and a beginning of the study of physics. Arithmetic is largely mental and becomes in greater measure a culture study. Civics alternates with history.

HISTORY.

(Sixth Year)

- a* Explorations—Spanish, English, French, Dutch. Territory claimed by each and upon whose discoveries the claim is based.
- b* The Colonies—A few of the colonies are chosen as types; these represent the various reasons for settlement.
 - 1 Jamestown. New York. Material wealth through gold hunting and trading with the Indians.
 - 2 Massachusetts. Maryland. Settled for religious freedom and for homes.
 - 3 Georgia. Refuge for delinquent debtors.
- c* Revolutionary War.
 - 1 The causes, direct and indirect, are studied. Social conditions in England and industrial conditions in the United States are looked into.
 - 2 Typical battles are studied, leading events are noted and the prominent generals are followed throughout the war.

BIBLIOGRAPHY.

Colonial Days.—Markham.

American Revolution.—Fiske.

Little Girls in Old Boston.—Kate Douglas Wiggins.
 Little Girls in New York.—Kate Douglas Wiggins.
 Little Girls in Philadelphia.—Kate Douglas Wiggins.
 Half Hours with American History.—Morris.
 Minute Boys of Lexington.—Stratemeyer.
 Young Pirates in King Philip's War.—Smith.
 At the Siege of Quebec.—Otis.
 History of United States—Bancroft.
 Washington and His Country.—Fiske, Irving.
 Life of Washington.—Scudder.
 Epochs of American History.—Hart.
 Critical Period in America.—Fiske.
 Beginnings of New England.—Fiske.
 Wolf and Montcalm.—Parkman.
 The Making of New England.—Drake.
 Pilgrims and Puritans.—Moore.

SCIENCE.

(Sixth Year)

- a 1 Circulation of blood in animals and the human body.
- 2 Circulation of sap in plants.
- b Type study of plants and animals continued as in fifth year.
- c 1 Properties of matter, physical, chemical.
 - 1 Indestructibility. 2 Porosity. 3 Compressibility. 4 Elasticity. 5 Divisibility—molecules and atoms discussed. 6 Specific qualities.
- 2 Conditions of Matter.
 - 1 Attraction—Adhesion, cohesion, capillarity.
 - 2 Inertia.
 - 3 Gravitation. Specific gravity explained.
- 3 Study of Motion.
 - 1 What is it? What the cause? Direction.
 - 2 Force. Energy.
 - 3 Intensity. Velocity. Momentum.
 - 4 Three Laws of Motion.
 - 5 Impulsive and constant force.

6 Centrifugal and centripetal force.

7 Vibratory motion. Sound.

d The School Garden.

ARITHMETIC.

(Sixth Year)

a Interest, commercial paper, bills and accounts.

b Surface measure, square root.

LITERATURE.

(Sixth Year)

a A few masterpieces are studied. The following are chosen for this year:

1 Enoch Arden—Tennyson.

2 Legend of Sleepy Hollow—Irring.

3 Twice Told Tales—Hawthorne.

b Selections are dramatized.

CIVICS—(TWO DAYS A WEEK.)

(Sixth Year)

The class is organized into third, second and first class cities in turn. Mayor and councilmen are elected, the council meets, ordinances are passed, bills brought up and a miniature city government is conducted.

The following are typical subjects for council discussion:

1 Street improvements.

2 Establishing a Public Library.

3 Granting Franchises for Lights, Cars, etc.

4 Caring for the Poor.

5 The Saloon Problem.

6 Compulsory Education.

GRAMMAR GRADES.

(Seventh and Eighth Years)

An effort has been made to make these grades important in their own right and the work is but a normal growth of interests already awakened. That this work is adequate for preparation of, and in some instances merges into, the High School Course, is its good fortune. It is believed to be well adapted to the child at this stage. The subjects for study are

the same as in the sixth year, with the addition of Latin. Civics is a part of history at this point, and is given as such.

HISTORY.

(Seventh Year)

- a* Development of the Constitution.
- b* Growth of State. State Government.
- c* Industrial Development.
- d* Bibliography is the same as the sixth year.

ARITHMETIC.

(Seventh Year)

- 1 Review of percentage—Interest, taxes, banking, insurance.
- 2 Review of surface measure—square root.
- 3 Volume of solids—cube root.

SCIENCE.

(Seventh Year)

- a*
 - 1 Respiration by leaves, lungs and gills.
 - 2 Composition of the atmosphere.
- b*
 - 1 Properties of carbon-dioxide.
 - 2 Study of air as a typical gas.
 - 3 Combustion—With flame. Without flame.
 - 4 Nature of heat—Production. Transference.
 - 5 Temperature—Use of the thermometer.
- c* Water as a typical liquid.
- d* Germination.
 - 1 Twigs, bulbs, seeds, water; as contributing to the composition of plant and animal tissues.

LITERATURE.

(Seventh Year)

A study of the following masterpieces:

Lay of the Last Minstrel—Macaulay.

Sohrab and Rustum—Arnold.

Last of the Mohicans—Cooper.

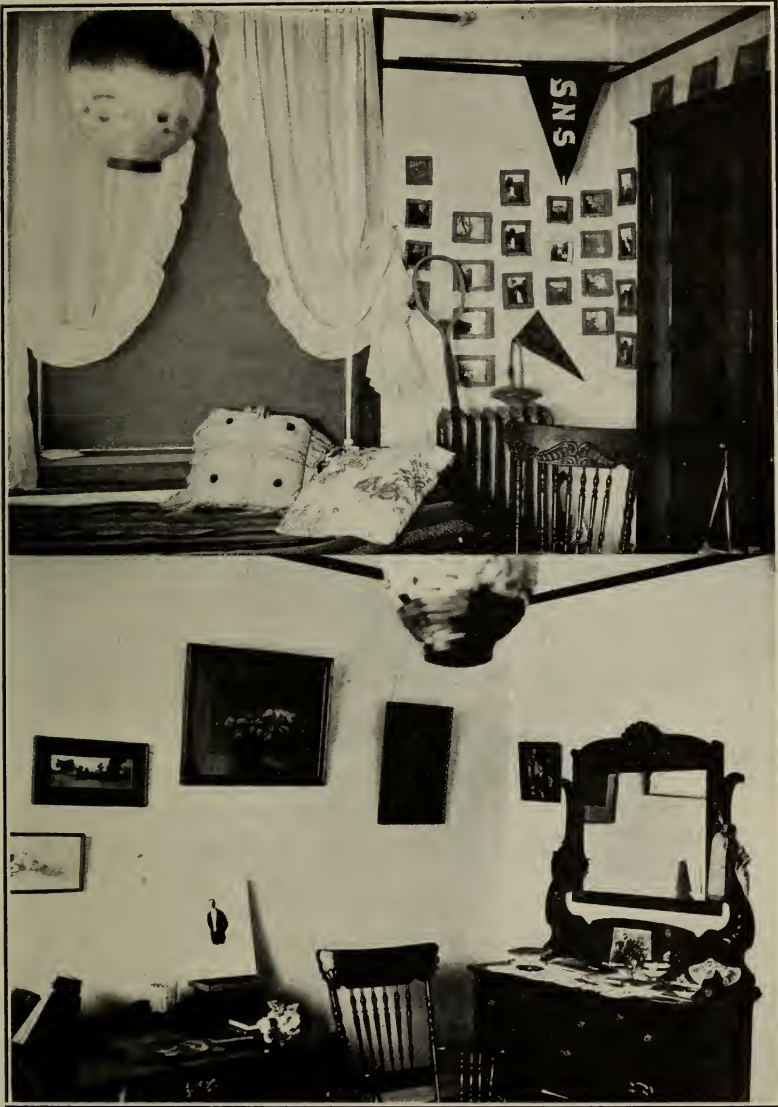
Vision of Sir Launfal—Lowell.

LATIN.

(Seventh Year)

Selections from the first book of Cæsar.

Word study based on the above.



ROOMS IN ALBERT HALL

Sufficient knowledge of conjugations and declensions for understanding forms found in reading.

LITERATURE.

(Eighth Year)

- a* An out-of-class reading course, with weekly reports.
- b* A study of the following:
 - Selections from George Eliot's works.
 - Sesame and Lilies.—Ruskin.
 - Julius Caesar.—Shakespeare.
 - Merchant of Venice.—Shakespeare.

ALGEBRA.

(Eighth Year)

- a* Elementary Algebra through equations of the first degree.
- b* Quadratic equations.

HISTORY AND CIVICS (ALTERNATING AND COMBINED).

(Eighth Year)

OUTLINE:—

- a* History of England.
- b* Comparison of English and United States governments.

SCIENCE—(AGRICULTURE)

- a* An elementary study of soils, including their origin, formation and physical properties.
- b* A study of dairying, including the properties of milk, sanitary laws governing care of milk and the selection and feeding of dairy cows.
- c* A study of domestic animals in general, including methods of selection and proper care. The balanced ration.
- d* Propagation and culture of plants, germination of seeds, seed testing, cutting, grafting, budding; garden work; study of fruit buds, blossoms, etc.
- e* Elementary entomology.
 - A collection of common insects and a careful study of such injurious ones as may be found.

LATIN
(Eighth Year)

Selections from the second book of Caesar.
Study of conjugations and declensions.
Simple grammatical constructions learned.

MANUAL TRAINING.

The work in Manual Training is divided into the following courses: Cardboard construction, clay modeling, weaving, raphia and reed weaving, and basket making, knife and bench work.

(First and Second Years)

Clay modeling: Forming the clay into spheres, cubes, prisms, and then show how easily they may be changed into representations of fruits, vegetables, playthings, etc.

Raphia weaving: Weaving mats, making hats, beds, chairs, hammocks, etc., for doll's house.

(Third and Fourth Years)

Clay modeling: Continue to make representations of plant and animal life; use to illustrate reading and language lessons.

Raphia and reed work: Braiding and making mats, hats, weaving nest baskets and others of raphia, weaving mats and baskets of various sizes and shapes of the reed.

Card: The use of the triangle, rule, compass and scissors is learned.

Constructing geometrical figures, such as rectangular, triangular, and circular figures, the rhombus, rhomboid and solids, cube, prisms, cone, pyramid, etc.

Pupils learn to erect perpendiculars, bisect angles, construct circles, describe arcs, and cut with the scissors or straight, oblique, concave and convex lines in constructing many exercises of utility.

(Fifth and Sixth Years)

Knife work in soft wood.

The mechanical drawing is continued. The plan is first drawn in the book, then on the wood for carving and cutting.

The construction of useful and beautiful designs develops the useful æsthetic idea. Accuracy, neatness, judgment and independence are results of this work.

Clay modeling: Making various shaped dishes, vases, bottles and the application of some design for outside ornamentation.

Reed work: Weaving flower, candy, work and waste baskets with or without covers or handles, the Indian basket with the squaw stitch.

(Seventh and Eighth Years)

Bench work: The drawings of plans continued, the uses of carpenter tools are learned; sawing with rip, cross, back and turning saws; planing with fore, jack, block, and slitting end beading plane; chiseling lap, mortise and tenon, and keyed joints; rounding edges with spoke-shave and wood-rasp; carving, polishing and studying various kinds of woods and their uses.

MUSIC.

(Primary Grades)

Rote Singing and Tonic Sol-fa-ing.

Recognition of the scale in all positions on the staff.

Much attention is given to tone production, ear training and rhythm drills.

(Intermediate Grades)

Continuation of all work begun in the Primary Grades.

Sight reading in all keys.

Special attention given to the mastery of sharp four and flat seven.

The importance of time in music observed and different time learned.

Two-part singing begun.

(Grammar Grades)

Sight reading in all keys from two and three-part choruses.

A taste for good music is created by the selection of songs of great musical merit.

DRAWING.

(Primary Grades)

In these grades drawing aids the children in learning to

observe accurately and to reproduce their thoughts on form, color, etc. It likewise is valuable in securing accurate expression.

The type models are studied and many variations of these are given as found in vases, fruits and vegetables.

Drawing from nature is a necessary accompaniment of science work.

Some time is devoted to the illustration of Stories studied in literature.

(Third and Fourth Grades)

Study of cylinder and front view of cube; particular attention given to fore-shortened circle and square.

Sketch familiar objects related to type forms.

Simple groups; study for light and shade, spacing and arrangement.

Representation of twigs, leaves, flowers and grasses.

Figure work from simple poses.

Space relation; pleasing arrangements for borders, surface patterns, calendars, book covers, etc.

Illustrative and imaginative drawings.

Units from historic ornament.

Mediums used; pencil, charcoal, brush and ink, water color.

(Fifth and Sixth Grades)

Review cylinder and front view of cube.

Study square prism, cone, and more difficult views of cube.

Sketch groups of models, fruit, vegetables and familiar objects.

Figure work with varied poses.

Sketch simple landscapes, landscape composition.

Continue representation of leaves, flowers, twigs, etc., using them for space relation and decoration.

Study the effect of light and dark in masses.

Practice in abstract spacing for pleasing disposition of line, mass and color.

Historic ornament.

Mediums used are the same as for third and fourth grades.

PHYSICAL CULTURE.

A healthy body for a healthy mind is the key note here. In the earlier grades the work is largely action, plays, drills, breathing exercises, etc. Later, light apparatus is used and the Swedish system of gymnastics is followed. Running, leaping, etc., is encouraged. Basket ball and bean bag vary the exercises, while fancy marches, drills, and poses cultivate the aesthetic sense. Rhythmic movement is the central thought, and the regular exercises are accompanied by music.

STUDENT TEACHERS.

In order that the work in Training School be systematically planned and thoroughly executed, the student teacher is required to submit to the supervisor with whom he works the following plan for teaching:

- 1 Scope of work for term—division into its logical units.
- 2 Weekly plan, stating themes for discussion and aim of the lessons.
- 3 Daily lesson plan as outlined below:
 - I. 1 Time, 2 Teacher, 3 Class, 4 Subject, 5 Theme.
 - II. 1 Aim, 2 Central thought of the lesson.
 - III. Material required.
 - IV. Method of development.
 - V. Illustrations, Experiments.
 - VI. Bibliography.

These plans, with the criticisms and suggestions of the supervisor, are put in a note book and given over to the student's successor the following term.

Before a student begins teaching he observes the teaching of the regular instructors and makes out daily outlines of what he observes as follows:

- I. 1 Time, 2 Class, 3 Teacher, 4 Subject, 5 Theme.
- II. Special preparation of teacher of class.

- III. Introduction of theme; how related to previous lesson.
- IV. Nature of Lesson—Review; Teaching.
- V. Method—Conversation; Questions; Laboratory.
- VI. Illustrations—Drawing; Cutting; Modeling.
- VII. Aim of lessons as developed in class. Summary of points for retention by class.
- VIII. Work assigned for next lesson.
- IX. 1 Strong points, 2 Weak points.
- X. 1 Suggestions, 2 Remarks.

CHILD STUDY.

Each student is required to do some practical work in child study. The following are typical problems to be worked out in detail:

- I. Errors in Spelling.
- II. Preference for Colors in Relation to Age and Sex.
- III. Invention and Imitation in School Games.
- IV. Reaction as related to Complexity of Stimulus.

ALUMNI OF STATE NORMAL SCHOOL— THIRD DISTRICT.

POST GRADUATES.

DEGREE—MASTER OF SCIENTIFIC DIDACTICS.

1883.

Burge, Lottie-----Cameron
*Cheney, Mrs. Francis-----Syracuse, New York
Cheney, George, M. D-----Syracuse, New York
McNeeley, Eugene-----Jackson
McLeary, Henry, teacher-----Cape Girardeau
Smith, George, teacher-----Collinsville, Illinois
Smith, Nannie-----Farmington

1884.

Brooks, James, teacher-----Dallas, Texas
Hickman, Jennie, teacher-----St. Louis
Malone, James, M. D-----Borden, California
Proctor, Marcella, teacher-----St. Louis
VanAmburgh, James, teacher--Greenville, Texas

1886.

Cheney, Lyman, druggist-----New York City, New York
Hamilton, Alfred-----Newport, Arkansas
Hines, Thomas, lawyer-----Jackson
Malugen, John-----Bonne Terre
Shoot, Kate (Dougherty)-----Trenton
*Specking, Henry-----Carondelet

1887.

*Cheney, James-----Bonne Terre
Cowden, Emma-----Pittsfield, Illinois
Wilson, Maple, druggist-----Cape Girardeau

1888.

Zimmerman, Julius, fnc'l ag't--St. Louis

*Deceased.

1889.

Brown, Emma (Thompson)-----Aurora
 Hauenschild, Clara-----Cape Girardeau
 Norvell, Caston, teacher-----Paducah, Kentucky

1890.

Sloan, Albert-----Captain, United States Army

1891.

Fink, Buford-----Bloomfield

1893.

Ivy, Henry-----Nashville, Tennessee
 Norvell, Edward, teacher-----Birch Tree
 Watkins, William, teacher-----Walnut Ridge, Arkansas
 Williams, Frank, teacher-----Alton

DEGREE—BACHELOR OF PEDAGOGY.

1877.

Cowden, Emma, teacher-----Pittsfield, Illinois

1878.

McNeely, Eugene-----Jackson
 Polack, Theodore, lawyer-----Marysville, Kansas
 Wilson, Ellen (Miller), teacher-----Culbertson, Nebraska

1879.

Brewer, David, teacher-----Mountain Grove
 Cheney, Lyman, druggist-----New York City, New York
 Cheney, George, teacher-----Syracuse, New York
 Leech, Nannie (Smith)-----Farmington
 Smith, George, teacher-----Collinsville, Illinois

1880.

Brewer, Mattie, teacher-----Milwaukee, Wisconsin
 Brooks, James, teacher-----Dallas, Texas
 Burge, Lottie, teacher-----Cameron
 Cheney, Jerome, lawyer-----Syracuse, New York
 Whitelaw, R. G.-----Cape Girardeau

1881.

Malone, James, M. D.-----Borden California
 McLeary, Henry-----Cape Girardeau
 *Miller, William, teacher-----Cape Girardeau

1882.

Hickman, Jennie-----St. Louis
 Hines, Thomas, lawyer-----Jackson
 Ivy, Henry-----Nashville, Tennessee
 Proctor, Marcella, teacher-----St. Louis
 VanAmburgh, James, teacher--Greenville, Texas

1883.

*Burrough, Frank, lawyer-----Cape Girardeau
 Pettit, Jennie (Morrison)-----Washington, D. C.

1884.

*Bingham, Edith (Fletcher)---Lenoke, Arkansas
 Burford, Rebecca (Smith)----Kingsburg, California
 *Cheney, James, teacher-----Bonne Terre
 Hamilton, Alfred, teacher-----Newport, Arkansas
 Hatler, Jessie (Malone)-----Borden, California
 Malugen, John, lawyer-----Bonne Terre
 *Specking, Henry, teacher----Carondelet

1885.

Cramer, Emma, teacher-----St. Louis
 Green, Samuel, teacher-----St. Louis
 Kochtitzky, Ed., teacher-----Mt. Airy, North Carolina
 Mathews, Charles, teacher-----Jackson
 White, J. U., teacher-----Brookfield
 Wilson, Maple, druggist-----Cape Girardeau

1886.

Bahn, Rudolph, merchant-----Cape Girardeau
 Fox, Edgar, teacher-----Louisville, Kentucky
 Lusk, Benjamin, editor-----Jackson
 Matlock, Mattie (Hartzell)---Poplar Bluff
 Ringo, Mann, teacher-----Ironton
 Wilson, Tom-----Richardson, Texas
 Zimmerman, Julius, fin'l ag't--St. Louis

1887.

Barry, Rose, teacher-----Birds Point

*Deceased.

Blankenship, William, teacher...Loughboro
 Bonny, Jessie (VanAmburg)...Aurora
 Brown, Emma (Thompson)...Aurora
 Harris, Jessie (Fink).....Bloomfield
 Hauenschield, Clara.....Oakland, California
 Joyce, Tom, teacher.....Fredericktown
 Norvell, Caston, teacher.....Paducah, Kentucky
 Randol, Nicholas, merchant....Fort Worth, Texas
 Schneider, Rachael (Giessing) _Desloge
 VanAmburg, Lewis, teacher...Aurora

1888.

Burford, Richard.....Pueblo, Colorado
 Conrad, Ida (Mayfield).....Grubville
 Cowan, Luther, teacher.....Jackson
 Davis, Samuel.....Butte, Montana
 Ellis, Hattie, (Bennard).....Commerce
 Evans, Sala, missionary.....Japan
 Fink, Buford, manufacturer....Bloomfield
 Flemming, William, real estate_Farmington
 Greenwood, George, M. D....Fredericktown
 Hall, Charles, merchant.....Dexter
 Isenburg, Fred, teacher.....Owensville
 Macom, Columbus, teacher....Jackson
 *Milster, Fannie (Lane).....Washington, D. C.
 *Minton, Charles.....Bloomfield
 Morton, Lew, real estate.....Ste. Genevieve
 Perking, Benjamin, M. D....Denver, Colorado
 Ringo, Salena, teacher.....Arcadia
 *Roehl, Chester, teacher...Cape Girardeau
 Sloan, Albert.....Captain, United States Army
 Vance, Frank, teacher.....Libertyville
 Williams, Elma (Ealy) teacher_Cape Girardeau

1889.

Beard, Pearl (Norvell).....Paducah, Kentucky
 Chappell, Birdie (Hawkins)___Cape Girardeau
 Fink, Edith.....Bloomfield
 *Holloway, Lizzie, teacher___Charleston
 Lane, Cyrus, governm't official_Washington, D. C.
 McLain, Wallace.....Cape Girardeau
 Roseman, Della, teacher.....St. Marys

*Deceased.

1890.

*Baird, Thomas, teacher	-----Kennett
Bean, Edwin, lawyer	-----DeSoto
Beard, Mattie (Slate)	-----Vienna
Bennett, Lee	-----Mansfield
Brown, Lulu (Rader) teacher	-----Fayette
Buelteman, Henry, teacher	-----Grandin
Finney, Virginia M	-----Marble Hill
Lehman, Marie (McClure)	-----Clear Creek, Illinois
Royster, James, teacher	-----Cayce, Kentucky
Watts, Susie, teacher	-----Farmington
Williams, Linda, teacher	-----Cape Girardeau
Williams, Frank, teacher	-----Willow Springs

1891.

Burford, Kate, teacher	-----Kingsburg, California
Clark, Dollie, teacher	-----St. Louis
Clark, May, teacher	-----Tuxedo
Cline, Arthur, teacher	-----Frohna
Gaty, Mollie (Beckwith)	-----Pueblo, Colorado
Hartzell, Florence	-----Raton, New Mexico
Hauenschild, Bertha	-----Cape Girardeau
*Hitt, Lee, merchant	-----Cape Girardeau
Minton, Sabra (Limbaugh)	-----Lodi, California
Norvell, Edward, teacher	-----Birch Tree
Osterloh, Theodore, bookseller	-----Joplin
Shaner, Lawrence, teacher	-----Jackson
*Stewart, Alonzo, teacher	-----Fredericktown
Watkins, William, teacher	-----Walnut Ridge, Arkansas
Williams, Thomas, bank cashier	-----Cape Girardeau

1892.

Carroll, Maggie (Mauthe)	-----Pacific
Denny, Volney, doctor	-----Cedar Hill
Guemmer, Henry, teacher	-----Longtown
Keehn, Leonard, M. D	-----St. Louis
Lutes, David, teacher	-----Lutesville
Steinbeck, August	-----Labadie

1893.

Albert, H., Prof. Biology, S.N.S.	-----Cape Girardeau
Burley, Laura (Moody)	-----Cuba
Butler, Charles, lawyer	-----Doniphan

*Deceased.

Caruthers, Lafayette, lawyer	Cape Girardeau
Cluley, Catherine (Smith)	St. Louis
Denny, Robert	St. Louis
Douglas, Sidney, teacher	Cape Girardeau
Green, Belle, teacher	St. Louis
Hays, Edward, lawyer	Jackson
Hickman, Mollie	Puxico
Isenburg, Edward	Owensville
*Pepper, Charles, teacher	Cape Girardeau
Senne, Grace (Wilson)	Cape Girardeau
Shaner, James, lawyer	St. Louis
Stuart, Annie (Moore)	Artesia, New Mexico
*Vesey, Charles	Fort Wayne, Indiana
Westcoat, Ida (Howard)	DeLassus
Wilson, John, lawyer	Cape Girardeau

1894.

Allen, Russel, teacher	Lutesville
Alton, Amzi, teacher	Cape Girardeau
Benham, Pearle, teacher	Dexter
Carroll, Kate, teacher	Cape Girardeau
O'Donoghue, Nellie, teacher	Telluride, Colorado
*Reyburn, A. H., teacher	Bellevue
Roehl, Geraldine (Isaacs)	Memphis, Tennessee
Riddle, George, merchant	Dexter

1895.

Cureton, Frederick, teacher	Millerville
Duncan, Louise (Frissel)	Fort Assiniboine, Montana
Hickman, Ella (Bonney)	Carbondale, Illinois
McCullough, E. E., teacher	Hemet, California
Moore, H. S., teacher S. N. S.	Cape Girardeau
*Moore, J. B., farmer	Oran
Reed, S. B., teacher	Ennis, Texas
Shaner, Roena, teacher	Jackson
Winn, William Jackson	Des Arc

1896.

Browning, Ella, teacher	Texas
Hume, E. L., teacher	Willow Springs
Kelley, Kate (Bahn)	Murphysboro, Illinois
*Lutes, Jacob, teacher	Lutesville
Medley, J. S.	Jackson

*Deceased.

Sadler, Ella, teacher	Oak Ridge
Satterfield, Jennie (Raegen)	Little Rock, Arkansas
*Stevens, Lillian	Cape Girardeau
Stuart, Lila (Moore)	Cape Girardeau
Warren, Mattie (McMullin)	Sikeston
Wilson, Edna, stenographer	Cape Girardeau
Woody, Nellie, teacher	Cape Girardeau

1897.

Baker, Samuel, Principal High School	Jefferson City
Brooks, Annie (Seibert)	Ste. Genevieve
Dysart, Chattie	Mussel Shoals, Indiana
Fullerton, Elizabeth	Cape Girardeau
Haupt, W. H., teacher	Cape Girardeau
McLeary, Ophelia	Malden
Randol, V. V., county surveyor	Kennett
Sitze, J. M., merchant	Marquand
Stearns, B. S., teacher	Hayti
Stuart, Ed, banker	Washington
Summers, George, bank cashier	Caruthersville
Taylor, Lizzie (Pruitt)	Advance
Vaeth, J. A.	Ste. Genevieve
VanAmburg, A. J.	Piedmont
Wallenkamp, Octavia (Bagby)	Washington

1898.

Albert, Alma (Wood)	Baltimore, Maryland
Albert, Clara	Pompton, New Jersey
Bradley, J. A., teacher	Campbell
Catern, Josephine (Cantrell)	Cape Girardeau
Daues, Charles, lawyer	Jackson
Dennis, Kate, teacher	Jackson
Fletcher, Alma	Arcadia
Fullerton, Ilo (Bartley)	Cape Girardeau
Hawkins, Mattie (Schultz)	St. Louis
McKee, H. N., teacher	Zalma
Napper, J. R. H., teacher	Piedmont
Nelson, E. W.	Taylor
Nettles, Julia, teacher	Cape Girardeau
O'Donoghue, Florence	Telluride, Colorado.
Oliver, Burette, lawyer	Cape Girardeau
Porterfield, W. L., physician	Chicago, Illinois
Scivally, Dennis	Cape Girardeau

*Deceased.

1899.

Barenkamp, Frances, teacher	Cape Girardeau
Cline, Carrie, teacher	Pocahontas
Farmer, George, teacher	Cape Girardeau
Frost, Frank	Denver, Colorado
Kaechle, Lizzie, teacher	DeSoto
Murray, W. W., teacher	Silica
Mathews, Katherina (Gail)	Marquand
Nettles, Georgia	Cape Girardeau
Porterfield, Beulah (Coffman)	St. Louis
Stout, Marvin	Cape Girardeau

1900.

Astholz, Mollie	Cape Girardeau
Bowman, L. L.	Cape Girardeau
Cook, Jennie	Cape Girardeau
Copeland, Lida (Powell)	St. James
Fisher, Lulu (Emory)	Cape Girardeau
Fulbright, J. F., teacher	Doniphan
Gladish, S. L., lawyer	Osceola, Arkansas
Gruenewald, Cornelia	Warrenton
Gruenewald, W. E.	Warrenton
Harris, Lulu, teacher	Jackson
Harris, Irene	Malden
Harris, Gertrude	Cape Girardeau
McWilliams, John	Jackson
O'Bryan, Irene	Charleston
Phelan, J. M., teacher	Allenton
Pierce, J. W., teacher	Fredericktown
Pogue, J. O.	Fredericktown
Snider, G. B.	Marble Hill
Vaeth, L. H.	Ste. Genevieve
Vineyard, Alice, teacher	Caruthersville
Wilson, Gregory	Cape Girardeau

1901.

Atkinson, Jeff	Doniphan
Buehrmann, Elma	Cape Girardeau
Buehrmann, Annette	Jackson
Burris, Eva	Puxico
Breier, Cecilia	Ferguson
Bailey, R. E., teacher	Bloomfield
Bohnsack, Ella (Kinder)	Jackson
Cover, Stella	Campbell
Dietrick, Frank, circuit clerk	Hillsboro

Duckworth, J. A.....	Puyallup, Washington
Gladish, Jattie (Kingsbury)....	Benton
Groves, A. W.....	Allenville
Juden, Barbara (Sackmann)...	Cape Girardeau
Juden, Alma.....	Cape Girardeau
Kail, Zaidia.....	Cape Girardeau
McKnight, R. C.....	Cape Girardeau
Machen, Marguerite.....	Cape Girardeau
Perry, Edmond.....	Columbia,
Reid, Theodore.....	Bloomfield
Smith, Maud.....	Doe Run
Smith, Emma.....	Doe Run
Smith, Kate.....	Doe Run
Tarter, F. M.....	Cherokee Nation, Ind. Ter.
Woody, Sadie.....	Cape Girardeau
Woody, Ida Lee.....	Cape Girardeau
Wilson, Addie.....	Cape Girardeau
Whitelaw, Matilda.....	Cape Girardeau

1902.

Boehm, Gustavus.....	Ava
Bates, Margaret.....	Piedmont
Bowman, Arthur.....	Cape Girardeau
Barnes, Lucy.....	Villa Ridge
Deneke, Samuel.....	Houck
Dodson, Elsie.....	Cape Girardeau
Groppe, Gustav.....	Caledonia
Irby, James.....	Poplar Bluff
Juden, Nannie.....	Cape Girardeau
Loomis, Burt.....	Belgrade
McKee, Jennie.....	Cape Girardeau
McKelvey, Edith.....	Kirkwood
Nolte, Julius.....	Clayton
Proffer, Luther.....	Crump
Ossenfort, August.....	St. Louis
Sander, Albert.....	Tilsit
Sloan, Hattie.....	Caledonia
Taake, Edmund.....	St. Louis
Ulrich, John.....	Cape Girardeau
Wilson, Julia (Nolte).....	Clayton

1903.

Bohnsack, Anita Emma.....	Cape Girardeau
Carroll, Loretta Agnes.....	Cape Girardeau
Covington, Louise.....	Bloomfield

DeLisle, Cora Lee	Portageville
Finney, Wm. Ozro, bank cash	Holcomb
Fikuart, Joshua	Sedgewickville
Limbaugh, Bernice	Jackson
Reneau, Mary Hays	Jackson
Schoebel, Lenore	Fredericktown
Wilson, Emma Janice	Cape Girardeau
White, Addie	Zadock

1904.

Alter, Sarah Edith	Kirkwood
Bray, Willis Joseph	Fredericktown
Dodson, Ida Bedford	Cape Girardeau
Dorst, Louise	Jefferson Barracks
Foster, Harry Walker	Cape Girardeau
Howard, James Edward	Oak Ridge
Irion, Frederick Christian	Cape Girardeau
Irion, Theophil William Henry	Cape Girardeau
Lee, Anderson	Fredericktown
Lauman, Arabelle	Welston
Lewis, Katherine	West Plains
Loomis, Otis Love	Belgrade
Miller, Ann Wilson	Culbertson, Nebraska
Proffer, Willis	Burfordsville
Sample, John	Puxico
Sander, Martha	Jackson
Slinkard, Mae (Stout)	Cape Girardeau
Smith, Edna Justine	Cape Girardeau
Spradling, Albert	Gravel Hill
Tarlton, Lou Benona	Cape Girardeau
Wilson, Emma Anatalie	Cape Girardeau
Whitlock, Jennie	Sedgewickville
Winkler, Emily Alva	Dora
Zimmerman, Orville	Glen Allen

1905.

Arnold, Ethel	Cape Girardeau
Day, Ruby Vera	Cairo
DeLisle, Letha	Portageville
Dierssen, Anna Elizabeth	Cape Girardeau
Drury, Odus Jean Paul	Bloomsdale
Hall, Harry Hilbert	Berger
Henry, Justina	St. Louis
Hylton, Joseph Adolphus	Ava
Kaechele, Mary Catherine	Cape Girardeau

Kies, Lydia	Jackson
Knepper, Ida May	Skidmore
Kochtitzky, David Wade	Cape Girardeau
Luckey, Lulu Blanche	Perryville
McDonald, James Thomas	Cape Girardeau
Miller, George Frederick	Farmington
Oliver, Allen Laws	Cape Girardeau
Pickens, Almus Glenn	Cape Girardeau
Pullen, Roberta Walker	Morehouse
Simpson, Albert Dulaney	Charleston
Snider, Francis William	Campbell
Stoecker, Eleanor	Manchester
Westover, Raymond	Farmington
Winkler, Emilie	Kingfisher, Okla

STUDENTS ATTENDING SUMMER SCHOOL—1904.

NAME	COUNTY
Acker, Margaret	McCracken, Ky
Ates, Willa Odessa	McCracken, Ky
Bader, Frank Charles Joseph	Ste. Genevieve
Bagwell, Josephine Way	Scott
Baker, Foster	Perry
Barber, Mark	Perry
Barber, Bertha	Perry
Barber, Zula	Perry
Barnett, Edna	Randolph, Ark
Beard, William Hazzard	Reynolds
Boehm, Charles	Gasconade
Bonds, Hannah	McCracken, Ky
Brandon, Lora	McCracken, Ky
Brasher, James	Perry
Bruens, Eugene	Gasconade
Bruens, Fred	Gasconade
Burgess, Dollie	Jefferson
Burnham, B. P.	Washington

NAME	COUNTY
Capps, Willa	Jefferson
Carroll, Gertrude	Cape Girardeau
Clark, Lillian	Cape Girardeau
Coleman, Charles	Washington
Coleman, Julius Jefferson	Washington
Coleman, Lee	Washington
Colvin, Grace	Cape Girardeau
Compton, Ross	Stoddard
Cotton, Etta Bee	Dunklin
Covington, Ruth Olive	Stoddard
Crowder, Martin	Perry
Croy, Ocie Belle	Butler
Culp, Margaret	Oregon
Day, Ruby Vera	Lincoln
Dalton, Ruth	Dunklin
Dearmont, Russell Lee	Cape Girardeau
DeLisle, Letha	New Madrid
Dickson, Marvin	Reynolds
Dietrick, George	Perry
Difani, Stella May	Perry
Doyen, Henrietta	Washington
Drury, Clarence	Ste. Genevieve
Duckett, Robert McNaily	Wayne
Dunn, Mary Lee	Iron
Eason, Mary	Stoddard
Eason, Frances	Stoddard
Eggers, Frederick Carl	Perry
Finney, Ernest Green	Dunklin
Fitzpatrick, Gertrude	Iron
Flourney, Rose	McCracken, Ky
Foard, Edward	Butler
Foeste, Eleanora	Cape Girardeau
Fowlkes, Ruby	Stoddard
Friant, Julian	Cape Girardeau
Frissell, Ella	Carter
Fromm, Herman	Gasconade
Gaither, Elizabeth	Iron
Gardner, Cornelia Fay	St. Louis
Gayle, Francis	Ripley
Gloriod, John	Washington
Goodin, Alice	Mississippi

NAME	COUNTY
Hagan, James	St. Francois
Haldamon, Daniel	Cape Girardeau
Hall, Harry Hilbert	Jefferson
Hand, Laura	McCracken, Ky
Hargrove, William	Scott
Henry, Justina	St. Louis
Herzinger, Ernest	St. Francois
Hurt, Arthur	Franklin
Hyatt, Christiana	Jefferson
Hylton, Joseph Adolphus	Douglas
Irion, Frederick	Cape Girardeau
Irion, Theoph	Cape Girardeau
Johnson, Jesse	Cape Girardeau
Johnston, Clarence	Dunklin
Kaechele, Mary Catherine	Cape Girardeau
Kassel, Verena	Cape Girardeau
Kelleher, Sylvester	Cape Girardeau
Kettler, Bertha	McCracken, Ky
Kinder, Frances Cleveland	Bollinger
Kinder, Ida	Bollinger
Kinder, Minnie	Cape Girardeau
Kirkpatrick, Etta	Butler
Knepper, Ida May	Nodaway
Knott, George	Cape Girardeau
Larkin, Anna	McCracken, Ky
Lauman, Belle	St. Louis
Lawhorn, Louise	Pemiscot
Luckey, Lulu Blanche	Perry
Luckey, May	Perry
Machen, Florence	Cape Girardeau
May, Kittye Seay	Bessamer, La.
Masters, Sadie	Cape Girardeau
Masterson, Lulu	Cape Girardeau
Masterson, Mattie	Cape Girardeau
Masterson, Wilson	Cape Girardeau
Mathews, John Orla	Wayne
Mathews, Everett	Wayne
Mathewson, Pearl	Dunklin
McAtee, Rose	Perry
McCay, Alma Ora	St. Francois
McCay, Edith	St. Francois

NAME	COUNTY
McCullough, Minnie	Butler
McFarland, Letitia	Jefferson
McGee, Carroll	Washington
McGee, Oscar	Washington
McKinley, Grace	Butler
McNeely, Lester	Cape Girardeau
Miller, Olive Andrew	Cape Girardeau
Milster, Carrie	Cape Girardeau
Moore, Minnie	Dunklin
Morrison, Arthur	Perry
Morrison, Charles Melville	Washington
Morrison, Edward	Washington
Mueller, Helen	Cape Girardeau
Murphy, Margaret	Lincoln
Oberle, Ottilia	Perry
Owens, Ada	Wayne
Payne, Eva	Oregon
Penzel, Alvin	Cape Girardeau
Penzel, Emil	Cape Girardeau
Peters, Clara	Bollinger
Pfotenhauer, Frederick Conrad	Gasconade
Pickens, Almus Glenn	Cape Girardeau
Pickens, Maude	Cape Girardeau
Pinney, Elizabeth	Dunklin
Ranney, Elizabeth Giboney	Cape Girardeau
Rau, William August	Cape Girardeau
Regan, Jacob Wesley Walton	Wayne
Riek, Alexander	Gasconade
Roberts, Mabel	McCracken, Ky.
Russell, Effie	Mississippi
Russell, Elizabeth	Iron
Scott, Ethel	Ripley
Scott, Stella May	Ripley
Shelton, Nettie	Cape Girardeau
Simpson, Albert Dulaney	Mississippi
Simpson, George	Reynolds
Smith, Benjamin Hugh	Scott
Smith, Samuel Rowan	Cape Girardeau
Snider, Francis William	Cape Girardeau
Spradling, Albert Marion	Cape Girardeau
Stevens, Orel Dell	Cape Girardeau

NAME	COUNTY
Stevenson, Hugh Ray.....	Cape Girardeau
Stewart, Lulu.....	Ripley
Stewart, Thomas Jefferson.....	Ripley
Taylor, Viola.....	Cape Girardeau
Thomas, Catherine.....	McCracken, Ky
Tierney, Josephine.....	Jefferson
Vogt, Leo Anthony.....	Perry
Wallach, William Joseph.....	St. Louis
Walther, Bertha.....	Cape Girardeau
White, Charles Johnson.....	Jefferson
White, Kate.....	McCracken, Ky
Willer, Annette.....	Cape Girardeau
Williams, Henry.....	Alexander, Ill.
Williams, Martin Van Buren.....	Perry
Wills, James Bennett.....	Iron
Wilson, Adelaide.....	Cape Girardeau
Wilson, Ollie.....	McCracken, Ky
Wingerter, Lucie.....	Cape Girardeau
Winkler, Emilie.....	Kingfisher, Okl
Woody, Marie.....	Cape Girardeau
Wylie, Leah.....	Scott

NAMES OF STUDENTS ENROLLED REGULAR SESSION 1904-5.

NAME	COUNTY
Adams, Roscoe.....	Cape Girardeau
Aikins, Mary Alice.....	Jefferson
Akins, John Robert.....	Cape Girardeau
Amis, Mary Louise.....	Cape Girardeau
Anderson, Carrie.....	Cape Girardeau
Arnold, Edna Lucille.....	Scott
Arnold, Ethel.....	Cape Girardeau
Argo, Berta.....	Dunklin
Asher, Charles Dabney.....	Dunklin
Asher, John Wilson.....	Dunklin
Aubuchon, Enoch Gregory.....	St. Francois
Aulsbury, Henry Morgan.....	Madison

NAME	COUNTY
Bagwell, Josephine Way	Scott
Bahn, Lillian	Cape Girardeau
Baird, Martin Joseph	Dunklin
Baker, Avis	Cape Girardeau
Baker, Bessie	Cape Girardeau
Baker, Susan	Scott
Barger, Albert Shuffle	Stoddard
Barks, Lillie	Jefferson
Barron, George Robert	Cape Girardeau
Bast, Flaut	Cape Girardeau
Bast, Jessie Mabel	Cape Girardeau
Beggs, Gretta Imogene	Cape Girardeau
Behymer, Blanche	St. Louis
Bergmann, Nell	Cape Girardeau
Bernard, Emil Herman	St. Louis
Bienert, George Henry	Cape Girardeau
Blake, Curtis	Jefferson
Bone, Luther	Dunklin
Bowman, May	Cape Girardeau
Brantley, Mary Emma	Cape Girardeau
Brantley, Willie Belle	Cape Girardeau
Bremner, Mary	St. Louis
Brooks, Emma Nelle	Cape Girardeau
Brooks, Philip Lee	Cape Girardeau
Brown, Bessie Eliza	Osceola, Ark.
Burrough, Mary	Cape Girardeau
Burroughs, Hettie	Cape Girardeau
Burton, Artie	Wayne
Capshaw, Joseph Hawkins	Dunklin
Carroll, Gertrude	Cape Girardeau
Carter, George	Wayne
Carter, James Cleveland	Wayne
Caruthers, Thomas Jefferson	Perry
Cash, Van Morton	Dunklin
Cauvey, Mary Ursula	Cape Girardeau
Chapman, Adrah Cleveland	Mississippi
Chappell, George Albert	Cape Girardeau
Chilton, Grace Truman	Wayne
Chilton, James William	Wayne
Clark, Claude Edward Austin	Cape Girardeau
Clark, Homer Lee	Wayne
Clark, John Walter	Wayne
Clark, Lillian May	Cape Girardeau

NAME	COUNTY
Cleveland, Mayme	Stoddard
Clutts, Elijah	Alexander, Ill.
Collins, Thomas	Cape Girardeau
Colvin, Grace	Cape Girardeau
Colvin, Lucy Bell	Cape Girardeau
Corbin, Thomas Marion	Stoddard
Cordia, Francis	Washington
Cotton, Etta Bee	Ripley
Courleux, Ferdinand	St. Louis
Crites, Beulah Agnes	Cape Girardeau
Crites, Oscar Owen	Cape Girardeau
Crow, Harold	St. Francois
Croy, Ocie Belle	Butler
Culler, Edgar Leon	Cape Girardeau
Cureton, Francis	Iron
Dalton, Ruth	Dunklin
Davidson, Dora Edith	Wayne
Davidson, Sadie	Stoddard
Day, Rosy Bird	Stoddard
Dean, Ulysses Simon	Perry
Dearmont, Russell Lee	Cape Girardeau
DeLisle, Letha	New Madrid
Dierssen, Anna Elizabeth	Cape Girardeau
Dixon, Benton	Wayne
Donley, Warren May	Stoddard
Doyle, Marvin	Cape Girardeau
Drum, Roy Allen	Bollinger
Drury, Odus Jean Paul	Ste. Genevieve
Drury, Robert Louis	Ste. Genevieve
Duba, Frank	St. Louis
Duckett, Robert McNally	Wayne
Dunn, Ethel	Bollinger
Dunn, Myrtle	Bollinger
Dunn, Thomas	Jackson, Ill.
Dunscomb, Pearl Rose	Dunklin
Durham, Elizabeth Browning	Cape Girardeau
Eichenlaub, Edgar	Ste. Genevieve
Ellis, Cathryn	Fisher, La.
Ellis, James Fernando	Perry
Endress, William Edwin	Perry
Engelmann, Edward William	Cape Girardeau

NAME	COUNTY
Fake, Sarah Sturdivant	Jefferson
Fay, Beatrice Josephine	St. Louis
Fiquart, Joshua	Bollinger
Flannery, Marvin	Bollinger
Foeste, Eleanor	Cape Girardeau
Foster, Harry Walker	Cape Girardeau
Franz, Mary Louise	Cape Girardeau
Frey, William Benjamin	Cape Girardeau
Friant, Julian	Cape Girardeau
Fromm, August Herman	Gasconade
Fullerton, Dudley Taylor	Cape Girardeau
Fullerton, Ouida	Cape Girardeau
Galliher, Grover	Cape Girardeau
Gettinger, Andrew Joseph	Ste. Genevieve
Gladdish, Lulu Emma	Cape Girardeau
Goza, Bernard	Cape Girardeau
Goza, George	Cape Girardeau
Griffin, Minnie Allen	Madison
Grisham, Nellie Edith	Wayne
Haddock, Harry	Wayne
Haddock, Minnie	Wayne
Hall, Harry Hilbert	Franklin
Hall, Lou Ella	Cape Girardeau
Hall, Newton Edward	Cape Girardeau
Hale, Claude	Pemiscot
Haman, Albert Edward	Cape Girardeau
Haman, Bertha	Cape Girardeau
Hargrove, Oscar Lee	Reynolds
Harrison, Arthur	Cape Girardeau
Hatcher, Edward Looney	Dunklin
Hays, Sarah Jane	Washington
Hazel, Lena Elisa	Pemiscot
Helderman, Amanda Emmeline	Cape Girardeau
Henderson, Mary Leonora	Dent
Henry, Justina	St. Louis
Hensley, George Clarence	Cape Girardeau
Herrin, Harry	Cape Girardeau
Herzinger, Ernest Lewis	St. Francois
Hess, Harold Charles	Scott
Himmelberger, Harry	Cape Girardeau
Hobbs, Joseph Thompson	Cape Girardeau
Hoffman, Clara Luella	Cape Girardeau

NAME	COUNTY
Hoffman, Edward Andrew	Ste. Genevieve
Hoffman, Emma Louise	Cape Girardeau
Howald, Estella Mabel	St. Louis
Howald, William Emil	St. Louis
Huff, Mary	Perry
Huff, Maude	Perry
Huff, George Jones	Perry
Hughes, Kate	Wayne
Hunter, Ruth	Harrison
Hull, Blanche	Jefferson
Hunter, William Joseph	Scott
Huntley, Elizabeth	Pemiscot
Hurt, Arthur Stratton	Franklin
Huters, August Martin	Cape Girardeau
Huters, William Louis	Cape Girardeau
Hyatt, Charles Lawrence	Cape Girardeau
Hylton Joseph Adolphus	Douglas
Hamil, Lillian	Cape Girardeau
Irion, Meta Mathilda	Cape Girardeau
Jones, Edward Lemuel	Dunklin
Johnson, Thomas Cleveland	Bollinger
Johns, William Leslie	Jefferson
Johnston, Edna	Cape Girardeau
Johnston, Ethel Elvin	Wayne
Juden, Mona Lee	Cape Girardeau
Juden, Thomas Ben	Cape Girardeau
Kaechele, Mary Catherine	Cape Girardeau
Kassel, Verena	Cape Girardeau
Kennedy, Gerald	Cape Girardeau
Kies, Lydia	Cape Girardeau
Kinder, Effie Lillian	Bollinger
Kinder, Francis Millington	Bollinger
Kinder, Hattie	Bollinger
Kinder, Ida May	Bollinger
Kinder, Jessie	Cape Girardeau
King, Emma Jewel	Wayne
Kochtitzky, David Wade	Cape Girardeau
Kochtitzky, Elise	Cape Girardeau
Koehrer, Arthur Herman	Cape Girardeau
Krueger, Alvina Julia	Cape Girardeau
Kurre, Roxie	Cape Girardeau

NAME	COUNTY
Lang, Mabel Dorothy	Cape Girardeau
Langdon, May	Dunklin
Langdon, Blanche	Dunklin
Leming, Paul Bauchman	Cape Girardeau
Leming, Rose	Cape Girardeau
Lindsey, Florence Edna	Cape Girardeau
Lindsey, George Heath	Cape Girardeau
Lind, Clara	Cape Girardeau
List, Edgar	Cape Girardeau
Long, Thomas Cleveland	Stoddard
Luckey, Lulu Blanche	Perry
Luckey, Opal	Cape Girardeau
Lusk, Charles	Dunklin
Machen, Florence	Cape Girardeau
Marshall, Clarence Edwin	Madison
Maddox, Henry Franklin	Wayne
Masterson, Lulu	Cape Girardeau
Masterson, Wilson	Cape Girardeau
Mathews, Archie	Cape Girardeau
Maxwell, Maude	Washington
McAnally, Edward Davis	Dunklin
McCallum, James Thomas	Madison
McCallum, Maud Sara Elizabeth	Madison
McCay, Alma Ora	Washington
McConnell, Quincy	Yarbro, Ark
McDonald, James Thomas	Cape Girardeau
McElhanon, Don Carroll	Wayne
McEndree, Margaret	Cape Girardeau
McFadden, Alvis	Wayne
McGee, Lillie Francis	Cape Girardeau
McGee, Thomas Jefferson	Wayne
McKay, James Fernando	Dunklin
McLain, Charles	Cape Girardeau
McLain, Mark	Cape Girardeau
McMullen, Medore	Jefferson
McNeely, Lester Roy	Cape Girardeau
McNeely, Liela Edna	Cape Girardeau
McNeely, John Grace	Cape Girardeau
Melton, Myrtle	Scott
Meyer, Julius Henry	Cape Girardeau
Miller, Edwin Alexander	Cape Girardeau
Miller, George Frederick	St. Francois
Miller, Hazel Beatrice	Cape Girardeau

NAME	COUNTY
Miller, Olive Andrew	Cape Girardeau
Minton, James Harry	Cape Girardeau
Moore, Adrain	Perry
Moore, Kathleen Titis	Cape Girardeau
Moore, Prentis Albert	Stoddard
Montgomery, Augusta	Wayne
Morrison, John Francis	Cape Girardeau
Morrison, Robert Fulton	Cape Girardeau
Mueller, Helen	Cape Girardeau
Murphy, Ferdinand Augustus	Franklin
Myers, Edna	Stoddard
Meyer, Martin J	Cape Girardeau
Napper, Ira Claude	Dunklin
Nebe, William George	St. Louis
Niswonger, Cornelius Tilton	Cape Girardeau
Nothdurft, Emma	Cape Girardeau
Nothdurft, Emil Henry	Cape Girardeau
Norvell, Myrtle	Cooper
Oliver, Allen Laws	Cape Girardeau
Oliver, John Byrd	Cape Girardeau
Oliver, Marie Marguerite	Cape Girardeau
Oliver, William Palmer	Cape Girardeau
Oliver, James Mathews	Cape Girardeau
Oliver, John William	Cape Girardeau
Page, John Marion	Stoddard
Page, Rufus Ledbetter	Stoddard
Parks, Frank Edward	Dunklin
Patton, Warren	Cape Girardeau
Phillips, Maude Irene	Stoddard
Pickens, Almus Glenn	Cape Girardeau
Pickens, Erma Viola	Cape Girardeau
Pickens, Maude	Cape Girardeau
Pirkey, Emmett Washington	Cape Girardeau
Polete, Jesse Joseph Jefferson	Cape Girardeau
Pool, Edward Austin	Dunklin
Prather, John Curtis	Stoddard
Presnell, Homer	St. Francois
Priest, Frank Virgil	Mississippi
Proffer, Beulah Myrtle	Cape Girardeau
Proffer, Elam	Cape Girardeau
Proffer, Vada	Cape Girardeau
Pruett, Shelby	Dunklin

NAME	COUNTY
Pruett, William Walker	Dunklin
Pullen, Roberta Walker	Dunklin
Punch, Robert Lee	Stoddard
Punch, Samuel Alfred	Stoddard
Ragsdel, Mayme	Dunklin
Ranney, Elizabeth Giboney	Cape Girardeau
Ranney, Emma	Cape Girardeau
Ranney, John Caton	Cape Girardeau
Rau, William August	Cape Girardeau
Rayburn, Katherine	Pemiscot
Regan, Jacob Wesley Walton	Wayne
Rister, Madison	Wayne
Robinson, James Bernard	Perry
Rodgers, Richard Frederick	Dunklin
Rogers, Mabel Odessa	Cape Girardeau
Rogers, Pearl Mead	Cape Girardeau
Ross, Elzie Ross	Cape Girardeau
Ross, Linnett	Cape Girardeau
Rueseler, Albert Paul	Cape Girardeau
Russell, Ivy	Mississippi
Rutledge, John Moore	Ste. Genevieve
Sailer, Edith	Cape Girardeau
Sander, Martin Charles	Cape Girardeau
Satterfield, Nellie	Stoddard
Schrader, Alma	Cape Girardeau
Seabaugh, Cora	Cape Girardeau
Seabaugh, Myrtle May	Bollinger
Seabaugh, Nora	Cape Girardeau
Seabourne, Anna Catherine	Washington
Seabourne, Nora	Washington
Sebastian, Herman Christian Edward	Cape Girardeau
Seehausen, Helen	Cape Girardeau
Shackelford, Benjamin	Cape Girardeau
Shackelford, Harvey	Cape Girardeau
Shaner, Katharine Marie	Cape Girardeau
Sharp, Grace Evelyn	Cape Girardeau
Sharp, Mattie Belire	Cape Girardeau
Shelton, Nettie	Cape Girardeau
Shultz, Charles Shelby	Dunklin
Simpson, George	Crawford
Smith, George Washington	Dunklin
Smith, Harry	Oregon

NAME	COUNTY
Snider, Francis William	Dunklin
Specking, Edith Catherine	St. Louis
Spradling, Luther	Cape Girardeau
Stevens, Orel Dell	Cape Girardeau
Stevens, Ethel Olean	Bollinger
Stevens, Ruby Ruth	Cape Girardeau
Stevenson, David Henderson	Wayne
Stokes, Genevieve Child	Dunklin
Strong, Jesse Marion	Cape Girardeau
Stewart, Thomas James	Ripley
Stoecker, Eleanor	St. Louis
Summers, Grace Isola	Cape Girardeau
Sutton, Josephine Dunlap	Cape Girardeau
Swan, Clarence	Cape Girardeau
Swank, James	Mississippi
Taylor, Dixie	Dunklin
Taylor, Viola	Cape Girardeau
Terrill, Nina	Washington
Terry, Bunney Ellen	Jefferson
Tomlinson, William Lorey	Scott
Townsend, Jake Gibson	Washington
Townsend, Junius Myron	Hot Springs, Ark
Townsend, Lee Eugene	Washington
Tucker, Truman	Dunklin
Vandivort, Leon	Cape Girardeau
Vandover, Grover Cleveland	St. Louis
Vandover, Joseph Lee	St. Louis
Van Eman, Frances	Carter
Vogelsanger, Clara	Cape Girardeau
Vorbeck, Edythe Marguerite	Cape Girardeau
Waggener, Lillian Lee	Jefferson
Wagner, Wilson Gustav	Cape Girardeau
Walker, Christopher Hays	Cape Girardeau
Walker, Paul Elmer	Cape Girardeau
Wallach, William	St. Louis
Waymeyer, William Leonard	Cape Girardeau
Webb, Joseph Sebastian	New Madrid
Westover, Raymond	St. Francois
White, Charles Johnson	Jefferson
Whittaker, Emma Irene	Cape Girardeau
Wiley, Carrie Belle	Jefferson
Wiley, Edward Orlando	Cape Girardeau
Wiley, James Alvin	Cape Girardeau

NAME	COUNTY
Williams, Clarence.....	Scott
Williams, Paul Raymond.....	Cape Girardeau
Wills, James Bennett.....	St. Francois
Wilson, Charles Greene.....	Cape Girardeau
Wilson, Adelaide Berenice.....	Cape Girardeau
Wingerter, Lucy.....	Cape Girardeau
Winkler, Emilie.....	Kingfisher, Okla
Wolpers, John.....	Bollinger
Woody, Geraldine.....	Cape Girardeau
Woody, Ida Lee.....	Cape Girardeau
Woody, Marie.....	Cape Girardeau
Wray, Harry.....	Cape Girardeau
Wylie, Myrtle Serena.....	Scott
Yates, Joseph William.....	Jefferson
Zimmerman, Aaron Rufus.....	Bollinger
Zoll, Laura.....	Butler

ELEMENTARY CLASS OF 1905.

Arnold, Lucille	Kinder, Ida
Brown, Elizabeth	Krueger, Alvina
Carroll, Gertrude	Lang, Mabel
Caruthers, Thomas	Lindsey, Florence Edna
Chilton, Grace	Marshall, Clarence
Chilton, James	McCallum, James
Dixon, Benton	McNeely, Lester
Doyle, Marvin	McNeely, Liela
Duckett, Robert McNally	Mueller, Helen
Dunn, Myrtle	Norvell, Myrtle
Dunn, Thomas	Oliver, John
Dunscomb, Pearl	Oliver, Palmer
Durham, Elizabeth Browning	Pickens, Maude
Fay, Beatrice Josephine	Punch, Robert Lee
Foeste, Elenora	Rayburn, Katherine
Friant, Julian	Smith, Harry
Fromm, Herman	Specking, Edith
Hazel, Lena Elisa	Stevens, Orel
Henderson, Mary	Vandover, Joseph
Huntley, Elizabeth	Van Eman, Frances
Hurt, Arthur	Vogelsanger, Clara
Johns, William Leslie	Wallach, William
Kassel, Varena	Williams, Paul
Kinder, Harriet	Wolpers, John

SUMMARY.

Number of students attending regular session.....	365
Number of students attending summer school.....	162
Number of students attending both sessions.....	527
Number of students counted twice.....	46
Number of individual students attending.....	481
Number of pupils in Training School.....	172
Total students and Training School pupils.....	653

SUMMARY BY COUNTIES, INDIVIDUAL COUNT.

Bollinger	16	New Madrid.....	2
Butler	6	Nodaway.....	1
Cape Girardeau.....	189	Oregon	3
Carter	1	Pemiscot	6
Cooper	1	Perry.....	24
Crawford	2	Randolph	1
Dent.....	1	Ripley	7
Douglas.....	1	Reynolds.....	3
Dunklin.....	36	St. Francois	10
Franklin	3	Ste. Genevieve.....	8
Gasconade	6	St. Louis.....	16
Harrison	1	Scott	12
Iron	5	Stoddard	21
Jefferson	14	Washington	18
Lincoln	2	Wayne.....	27
Madison	7	From other states.....	22
Mississippi	9		
Total.....			481

ATTENDANCE SINCE THE ORGANIZATION.

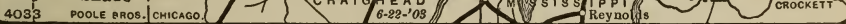
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TRAINING SCHOOL

LIBRARY
OF THE
UNIVERSITY OF MARYLAND

A map of the Warrenton area in Oregon. The map shows the Willamette River flowing from the top right towards the bottom right. A proposed rail line, indicated by a dashed line, runs from the top left, through Warrenton, and then splits into two branches: one heading south towards Wenzville and the other heading east towards St. Charles. Other towns shown include Danville, Culver Jc., Lincoln, Calhoun, Texas Jc., Montgomery, Gilmore, St. Peters, and St. Charles. The map also shows the boundaries of Montgomery, Lincoln, and Warren counties.



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